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ABSTRACT

Intended for use by trainers of candidates for the Child Development Associate (CDA) Credential, this collection consists of resource materials issued by the CDA Resource Center, University of Illinois, between winter 1978 and winter 1980. Part I, the Introduction, provides background information about CDA objectives, components of the CDA program, benefits of participating in the CDA program, CDA training, eligibility requirements for CDA, and assessment of CDA candidates. Part II consists of eight CDA bulletins that cover issues such as planning a successful workshop, teacher centers, burn-out, strengthening personal capacities, college based CDA training, and the roles and responsibilities of the CDA trainer. Additional resources for the CDA programs are provided in Part III. These include annotated lists of journal and magazine articles, newsletters, ERIC documents and books usefull in multicultural CDA training, preparing a CDA portfolio, and teaching each of the CDA competencies. (Author/MP)

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THE CHILD DEVELOPMENT ASSOCIATE:
RESOURCES FOR CDA TRAINERS

Compiled by the
ERIC Clearinghouse on Elementary and Early Childhood Education
in cooperation with the CDA Resource Center
College of Education, University of Illinois

January 1981

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Foreword

The materials in this collection are intended for use by trainers of candidates for the Child Development Associate (CDA) Credential. The materials were originally issued by the CDA Resource Center, University of Illinois, between winter 1978 and winter 1980.

Many of these materials contain ordering information that is now out of date. Current order information for ERIC documents is given at the end of this publication. Current prices for other resources should be obtained from the distributors indicated.

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PART I

INTRODUCTION: WHAT IS CDA?

CDA

Child Development Associate

WHAT IS CDA?

The CDA program is a national effort embodying a new concept for training, assessing, and credentialing child care staff. The program is sponsored by the Administration for Children, Youth and Families/Head Start. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of the classroom staff.

The CDA credential is awarded to any eligible person who has successfully been assessed as competent to care for young children in a preschool classroom. The CDA program consists of competency based training, assessment and credentialing.

CDA training is unlike the traditional approach to professional training. The awarding of the credential is based upon demonstrated competency in working with young children, rather than solely on academic credits earned or degrees awarded.

The CDA is a national award, recognized by early childhood workers throughout the country. Nineteen states and the District of Columbia have granted official recognition of the CDA credential by making it one of the options by which child care workers can meet state regulations.

WHAT ARE THE BENEFITS OF PARTICIPATING IN THE CDA PROGRAM?

While working for the CDA credential, the candidate may rethink his/her career goals and broaden his/her career directions within the early childhood profession.

The CDA candidate will become more competent in working with children.

The CDA candidate may obtain a new job with greater responsibilities, or the candidate may be qualified for more advanced positions.

The CDA candidate may become a "master" teacher or demonstration teacher and help others learn the CDA competencies.

In the process of assessment for the credential, the candidate will gain an awareness of his/her unique teaching style in working with children.

WHAT IS CDA TRAINING?

CDA training is a process of professional self-development in which both trainee and trainer work together to help the trainee master the CDA competencies. CDA training is characterized by the following:

Training is based upon the acquisition of a set of specified competencies for child care staff working in center-based preschool programs.

Training is organized so that academic and field work are an integrated set of experiences. A minimum of 50% of the trainee's total training time is spent in supervised field work.

Training is individualized according to each trainee's strengths and needs with respect to the CDA competencies.

Training is flexibly scheduled so that the length of the training program depends upon the trainee's acquisition of the CDA competencies.

WHAT ARE THE ELIGIBILITY REQUIREMENTS FOR CDA?

You must be at least 16 years old.

You must have access to a state approved child-development center where you can be observed by an assessment team working with a group of children 3-5 years old.

You must have had some formal training (university, college, junior college, vocational/technical, or high school) or some informal training (workshops, seminars, or inservice) in early childhood education or child development.

You must have had, within the last five years, at least 600 hours of working with children, ages 3-5, in a group setting.

You must be able to speak, read and write well enough to understand and be understood by others.

WHERE DO I FIND CDA TRAINING?

CDA training can occur in a variety of ways and at a variety of places including:

Head Start (many Head Start staff members are enrolled in Head Start Supplementary Training/Child Development Associate Training programs - HSST/CDA.)
Community colleges and universities
Junior colleges

The CDA Resource Center may be able to help you locate training programs in your area. The address of the CDA Resource Center is on the last page.

HOW ARE CDA CANDIDATES ASSESSED?

A Local Assessment Team (LAT) is composed of four members selected by the CDA candidate. The members assess the candidate for the CDA credential. The four LAT members are:

1. The CDA candidate
2. An Advisor who must be a professional in early childhood education or child development.
3. A Parent at the center or a community representative who is a parent.
4. A CDA Representative. The representative is assigned by the CDA National Credentialing Program. The CDA National Credentialing Program is the official agency for assessment and credentialing of CDA candidates.

The LAT members gather and review information concerning the CDA candidate including materials prepared by the candidate, classroom observations, and interviews with the candidate concerning his/her teaching philosophies and techniques. For the CDA Credential to be awarded, the final vote based on the information collected must be unanimous.

WHAT IS THE FIRST STEP IN OBTAINING THE CDA CREDENTIAL?

The first step is to obtain and complete the enrollment form from the CDA National Credentialing Program. The CDA National Credentialing Program will review your form to determine your eligibility.

If you meet all of the eligibility requirements, the CDA National Credentialing Program will send you a set of application materials. Included in this set are an application form and a copy of the LAT Guidelines. You must then submit your completed application, $10.00 application fee, and proof of your formal training experience.

WHERE CAN I FIND FURTHER INFORMATION ABOUT CDA?

The CDA National Credentialing Program, operated by the Bank Street College of Education, is the official agency for assessment and credentialing of CDAs. Contact them for information on earning the CDA: The CDA National Credentialing Program, Bank Street College of Education, 1341 G Street, N.W., Suite 802, Washington, D.C. 20005, (800) 424-4310 or (202) 638-6656.

Prepared by the CDA Resource Center, a national organization for collecting and disseminating information and materials about CDA training. CDA Resource Center, College of Education, University of Illinois, 1310 S. Sixth Street, Champaign, IL 61820 (217) 333-1769.

January 1981

The CDA Program

THE CHILD DEVELOPMENT ASSOCIATE (CDA)

BACKGROUND INFORMATION AND UPDATE

PROGRAM OVERVIEW

The CDA program is a national effort embodying a new concept of training, assessing and credentialing child care staff. The program was initiated in 1971 by Head Start Bureau, Administration for Children, Youth, and Families, U.S. Department of Health, Education, and Welfare, to create a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of classroom staff.

The Child Development Associate, or CDA, is a person who is able to meet the specific needs of a group of children aged 3-5 in a child development setting by nurturing the children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center. The CDA is a person who has been awarded the CDA credential after satisfactorily demonstrating competence in his or her performance with children.

COMPONENTS OF THE CDA PROGRAM

The total CDA effort includes three interrelated components: CDA Competencies, CDA Training, and CDA Assessment and Credentialing.

Each of these components is described on the following pages.

CDA TRAINING

Background

The aim of CDA training is to help trainees incorporate the CDA Competencies into their everyday behavior and thus become competent child-care givers in center-based programs. Training based on the CDA Competencies was first developed by 13 ACYF-funded Pilot Training Projects and in 1973 was incorporated into Head Start Supplementary Training programs for Head Start classroom staff. Since 1975, bilingual-bicultural CDA Pilot Training Programs have also been funded by ACYF.

To support training efforts, a CDA Clearinghouse was funded in 1977. This materials collection and dissemination effort continues as the CDA Resource Center.

Update

- To date, more than 7,000 people are in CDA training across the nation.
- Providers of CDA training include Head Start grantees, educational institutions, and training and technical assistance organizations.
- Approximately 500 documents have been written covering all aspects of the CDA program
- Information on training materials is available through the

CDA Resource Center
College of Education
University of Illinois
1310 S. Sixth Street
Champaign, IL 61820

(217) 333-1769

CDA ASSESSMENT AND CREDENTIALING

Background

The procedure for assessing and credentialing CDAs is called the Credential Award System. The CDA Consortium (a private, nonprofit corporation) was made up of a representative group of national organizations concerned with child development, early childhood education, child care, and teacher training and was funded by ACYF in 1972. The Credential Award System became operational in 1975 when the first CDA credentials were awarded.

The first Bilingual/Bicultural (Spanish) CDA credential was awarded in 1979.

Update

- To date, more than 6,000 individuals have earned the CDA credential. More than 50 percent of these CDAs are Head Start classroom staff.
- ACYF is proposing a regulation for the long-term incorporation of CDAs into Head Start classrooms.
- Nineteen states and the District of Columbia have recognized the CDA credential by incorporating it into their child care licensure procedures. The states are: Arizona, Illinois, Kansas, Maryland, Michigan, Minnesota, Nevada, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, Wisconsin, and most recently, New York (day care regulations only).
- The new contractor for the Credential Award is Bank Street College of Education. Bank Street has established an office in Washington, D.C. to administer the contract. For more information contact:

Child Development Associate National
Credentialing Program
Bank St. College of Education
1341 G St., N.W.
Suite 802
Washington, D.C. 20005
(800) 424-4310
(202) 638-6656

CDA COMPETENCIES

Background

The six CDA core competencies were developed by groups of early childhood educators and child development specialists under the auspices of ACYF, and were adopted by the CDA Consortium in 1972. The Competencies are the basis for CDA training as well as for assessment and credentialing. The CDA competencies are:

1. Setting up and maintaining a safe and healthy learning environment.
2. Advancing physical and intellectual competence.
3. Building positive self-concept and individual strength.
4. Organizing and sustaining the positive functioning of children and adults in a group environment.
5. Bringing about optimal coordination of home and center child-rearing practices and expectations.
6. Carrying out supplementary responsibilities related to the children's programs.
7. Comprehending and communicating with children and adults in both Spanish and English. Supporting the child's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

Update

- Child care programs are incorporating the CDA Competencies into their staff training and development activities.
- Training institutions are using the CDA Competencies as a basis for setting up new early childhood training programs and for adapting existing curricula.
- Long-range CDA goals include expanding the competency-based concept to encompass staff working in family day care, infant, and other child care programs.

PART II

IDEAS FOR CDA TRAINING

May 1979/No. 2

reprint
CDA Bulletin

CDA Services and Resource Center
805 W. Pennsylvania Ave., Urbana, IL 61801
Phone: 217-333-1769

Helping Others Learn to Teach

When you're responsible for supervising adults who work with preschool children--such as the staff in a CDA training program--how do you choose the most appropriate and useful content on which to focus?

How do you decide which of a dozen different ways to respond might be most useful for a CDA trainee who asks you for help in developing her competence as a teacher and caregiver?

Briefly summarized in this issue are five principles recommended by Lilian G. Katz* in a new paper Helping Others Learn to Teach, for use in considering what to focus on when supervising CDA trainees.

1. Focus on helping the teacher develop her understandings of her own situation. (The term understandings refers to the teacher's ideas, thoughts, assumptions about such things as how children learn, what "works", how she affects her pupils, what she expects of herself, and so on.) By focusing on developing understandings rather than providing prescriptions and directives, we can help the teacher acquire knowledge, ideas, insights and information she can use long after we as the CDA trainer have left the scene.

2. Focus on strengthening worthwhile dispositions. Respond to teachers in ways likely to increase dispositions thought to be related to effective teaching, such as inventiveness or resourcefulness, patience, enthusiasm and the desire to go on learning. But guard against helping teachers acquire competencies in a way that might strengthen the dispositions to be dependent, uninventive and helpless.

3. Focus on helping the teacher use already acquired comptencies more reliably, consistently and confidently. In our eagerness to be "change agents," we may overlook the possibility that the teachers we work with may already have the competencies appropriate for a given situation.

4. Focus on building long term relationships. We sometimes tend to offer corrections too hastily in an effort to be helpful or to establish our own credibility. When we do this we run the risk of alienating the teacher and losing our opportunity to go on helping that teacher over a long period of time.

5. Focus on providing moderate amounts of inspiration. Many of the teachers we teach can cope admirably with the complex tasks and responsibilities they face. They may not require new techniques or learning modules, although they may believe them necessary, but simply need occasional encouragement or renewal of courage to enable them to sustain their efforts and maintain enough enthusiasm to keep working at an unglamourous and perhaps underappreciated job. However, it is probably wise to provide a moderate rather than maximum amount of "inspiration" so that teachers do not become dependent on receiving your praise and support.

After elaborating on each of these five principles, Dr. Katz goes on to suggest a number of general techniques which may help inservice educators such as CDA trainers/field supervisors, work toward the goals implied in the principles. These suggestions are briefly summarized here:

.Maintain an optimum distance between yourself and the teachers you are working with. Excessive closeness may decrease your ability to evaluate the teacher's progress realistically.

.Cultivate the habit of suspending judgment on what you observe. Instead, ask yourself such questions as: How can I account for what I am observing? Why is

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*Dr. Lilian G. Katz is project director for the CDA Resource Center, director of the ERIC Clearinghouse on Elementary and Early Childhood Education, and Chairperson of the University of Illinois' Department of Elementary and Early Childhood Education.

the teacher responding in this way? In the process of seeking answers to such questions as these, you are likely to learn those things which will increase your capacity to help the teacher.

.Phase suggestions in an experimental form. ("Next time Y comes up, try X and see if it helps" or "X helps some teachers in this kind of situation... if you find it doesn't help, we can think about something else to try...") This approach helps strengthen the teacher's disposition to be experimental, inventive and resourceful and minimizes the likelihood of humiliating or embarrassing the teacher over the incident just observed.

.Avoid the temptation to stop a pattern of behavior. Unless the teacher behavior observed is dangerous to the child, the first step is to help the teacher try out and practice alternative strategies with which to replace the old patterns.

.Help the teacher to redefine her job so that it is achievable. When teachers define their jobs so that only a superheroine could achieve the objectives, it is helpful to assist the teacher in clarifying her own purposes and settling on some boundaries for her responsibilities and her authority.

.Act as a neutralizer of conflicts. Remind the complaining parties as gracefully as possible of their shared objectives and encourage them to keep their minds and energies focused on their long range common responsibilities.

.Use demonstrations of your own skills cautiously. Modeling can be a useful tool for inservice educators. But sometimes a successful demonstration of how to handle a particular problem situation may cause a teacher to say to herself "I'll never be that good" and to become even more discouraged and insecure.

.Share your understanding of how a teacher sees you. If you sense that a teacher may be afraid of you (although you don't see yourself as threatening in any way), it is helpful to let the teacher know that you have had experience with similar feelings and you realize that teachers may look at you with apprehension. This acknowledgement can help to diffuse the excessive stress teachers sometimes experience when they are observed.

.Resist the temptation to "use" teachers to get to the children. Focus on helping the teacher as a person worthy of your concern and caring in her own right. (If this is done wholeheartedly and well, the children stand to benefit also.)

In concluding, Dr. Katz discusses several assumptions which could be useful, particularly when we are confronted with someone who we cannot seem to provide useful assistance to.

The complete paper, Helping Others Learn to Teach: Some Principles and Techniques for Inservice Educators, is available from the ERIC Clearinghouse on Elementary and Early Childhood Education, 140 College of Education, University of Illinois, Urbana, IL 61801. (Catalog #181; 39 pages long; $2.00 to cover printing and mailing)

reprint

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If you would like to be added to our mailing list and receive future Bulletins, send us a letter or postcard with your name, address, and zip code. Our address and phone number are on the front of this reprint.

June 1979/No. 4

CDA Bulletin

CDA Services and Resource Center
805 W. Pennsylvania Ave. Urbana IL 61801
Phone: 217-333-1769

Teacher Center: A Place to Learn

What is a teacher center? How can it be used in CDA training? How can you start one? Where can you learn more about them?

WHAT IS A TEACHER CENTER?

It is a space designed or adapted for use by your trainees and other staff where they can explore, study, and exchange ideas and information about working with young children. It may include space for reading, using audio-visual materials, making materials for the classroom, or for staff meetings and workshops. The center may be equipped with an abundance of resource materials or it may be in the hallway, kitchen, or an unused office. In any event, if trainees and staff members are talking about children, activities, or solutions to day-to-day problems, the beginnings of a teacher center exist.

HOW CAN A TEACHER CENTER BE USED IN CDA TRAINING?

The potential value of a teacher center is its use for staff development and in-service training. Both trainees and trainers can benefit from the center's resources. The interaction between trainees and with trainers provides an opportunity for the trainee to become aware of a variety of teaching approaches and solutions to problems. It can also provide the trainer with an opportunity to learn more about the trainees' interests and learning styles. The center can become an open classroom for the trainees, providing them with a model of teacher/student interaction and participation which can be applied in the children's setting in which they work.

Provision for the CDA training criteria can be easily made in a teacher center. Materials, such as books, records, kits, and so forth, could be marked or shelved according to the competency or functional areas. Displays could focus on the competency and functional areas as well.

The center could provide the setting for a trainee and his or her trainer to view video tapes of the trainees as well as a setting for conferencing. These activities might be considered part of the trainees supervised field work.

Since the trainee could select the materials he or she was interested in, and work at them at his or her own pace, provision for individualization and flexible scheduling would be possible.

Some teacher centers have arranged with colleges for the award of credit (usually on an independent study basis) for projects undertaken and completed at teacher centers. (For more information on this, see "Programming in a Teachers' Center" by Johnston and Walker in Building a Teachers' Center, reference at the end of this article.)

Finally, the teacher center can provide an excellent location for the trainee to begin to integrate academic knowledge and field experiences through demonstration, discussion, and by providing the time and place for reflection and analysis of teaching and the teaching process. "The opportunity to have constant communication, the joint working groups, the support services, and especially the open climate that promotes listening to other points of view are the ingredients for integrating campus and field, and more importantly, theory and practice." (The Teaching Center: A Vehicle for Integrating Theory Into Practice by John D. McIntyre. See reference at the end of this article.)

HOW CAN YOU START A TEACHER CENTER?

Starting a center requires space, time, and financial and material resources, but it is possible, even on a shoestring budget.

Space: Is there a place that can be set aside in the building you are in, or

MORE ›

at a central location to which you have access: an empty office, the lounge, part of a room partitioned off?

Time: Can you provide release time for your staff during nap time, on a day set aside for in-service training, or rotate staff at times when program size permits?

Resources: Are there books and materials around the building which can be collected in a teacher center? Are staff members willing to share books they own themselves? Recycled supplies, free materials, and contact paper can be the start of a collection of teacher-made materials. Is there a staff member who can be given a little time to keep everything organized?

Finally, if you aren't able to start a teacher center yourself, it may be possible to work out an agreement with an existing center. Check centers at your local college or university, your local library, your public school system, and other Head Start, preschool, and day care centers.

If you are planning to cooperate with another center, try to visit the center to familiarize yourself with the resources available. One note of caution: Teacher centers not specifically designed for preschool staff will probably contain some materials inappropriate for use with pre-school children. Knowing what is available will help you guide your staff to the appropriate resources.

HOW CAN YOU LEARN MORE ABOUT TEACHER CENTERS?

Read some of the materials listed in this Bulletin. Included are books, journal articles, and information about the Teachers' Center Exchange, a resource center for teacher centers.

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for more information:

JOURNAL ARTICLES

"Developing a Teacher Resource Center for Preschool Educators" by Joan Friedman and Arlene Hauser. Young Children, Vol. 34, No. 1, November 1978, pp. 28-32. One of the few resources written specificly for the early childhood profession, it lists specific, practical suggestions for starting a teacher center.

Educational Leadership, Vol. 33, No. 6, March 1976. This issue's theme is teacher centers. Articles of particular interest include "Research on Teachers Centers" by Tom Lickona and Peg Hasch, and "What's a Teachers Center For?" by Kathleen Devaney, director of the Teachers' Center Exchange.

Journal of Teacher Education, Vol. 25, No. 1, Spring 1974. Although this issue on teacher centers is five years old, the articles, such as "Teacher/Teaching Centering in America" by Allen Schnieder and Sam Yarger, are still relevant and useful.

"Teacher Centers: A Model for Teacher-Initiated Staff Development" by Patricia Zigarmi. Teachers College Record, Vol. 80, No. 1, September 1978, pp. 172-187. This useful article includes a description of the activities which occur at a teacher center, how staff view a center, and the center's relation to more traditional in-service training.

MORE ›

The TEACHERS' CENTER EXCHANGE

The Teachers' Center Exchange is an information, referral, and assistance agency for and about teachers' centers. They are located at the Far West Laboratory for Educational Research and Development, 1855 Folson Street, San Francisco, CA 94103. (Phone: 415-565-3095). They have a number of publications, including:

Building a Teachers' Center (under "OTHER RESOURCES")

Essays on Teachers' Centers edited by Kathleen Devaney. 1977. 200 pp. $6.00. An extremely useful book, covering a variety of topics, for anyone interested in teacher centers or staff development for teaching staff.

Teachers' Center Exchange Directory. Published in April 1977, with Supplements planned each year, this directory includes descriptions of teacher centers around the United States and a bibliography of resources developed by the teacher centers.

"Occasional Papers" are published on a variety of topics. For example, Occasional Paper #4, "Staffing a Teachers' Center" by Christine San Jose includes practical advice on choosing staff, bringing people together, and how these choices can further or hinder a center's success.

OTHER RESOURCES

Building a Teachers' Center edited by Kathleen Devaney. 1979. 292 pp. $8.95. Distributed by Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027. This is latest publication by the Teachers' Center Exchange and includes 19 articles by people involved with teachers' centers. Topics include "Finding out What Teachers Need," "Finding a Place and Furnishing the Space," "Programming in a Teachers' Center," "An Advisor at Work," and other useful articles.

Teacher Centers, March 1977 edited by Mary Crum. Over 600 cross-referenced bibliographic entries on all aspects of teacher centers. Available in the ERIC document collections (check to see if a library near you has the collection), or from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22201. You can get the document on microfiche (a film card containing up to 98 pages of text) for 98¢; or paper copy for $3.98. Both prices include postage. Order #ED 153-996.

Teachers' Centers edited by Robert Thornbury. 1974. 183 pp. $6.95. Agathon Press, Inc., 150 Fifth Avenue, New York, NY 10011. This book is primarily about the evolution and functioning of teacher centers in England.

The Teaching Center: A Vehicle for Integrating Theory into Practice by John D. McIntyre. 1978. 13 pp. Available in ERIC document collections or from EDRS (see above reference). Microfiche: 98¢. Paper copy: $2.15. Order #ED 134-556.

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CAN WE HELP YOU

Locate resources related to CDA training?

Answer questions about CDA training?

PLEASE LET US KNOW HOW WE CAN HELP.

we're looking for materials used for CDA training. Have you developed something you would be willing to share with us? Materials submitted to the Resource Center are cited in this Bulletin and other publications.

CDA Bulletin no. 4

In this issue: Teacher Centers

PUBLICATIONS AVAILABLE FROM THE CDA SERVICES AND RESOURCE CENTER:

- ☐ Annotated Bibliography of CDA Curriculum Materials, 1978. (by University Research Corporation)
- ☐ CDA Abstracts: Methods of Implementing CDA Training, No. 1, 1978. (URC)
- ☐ CDA Abstracts: Methods of Implementing CDA Training, No. 2, 1978. (URC)
- ☐ CDA Pilot Projects: Innovations in Training, 1978. (URC)
- ☐ A Descriptive Guide to CDA Training Materials, 1976. (URC)
- ☐ Developing Learning Modules for CDA Training: A Guide, 1975. (by High/Scope Educational Research Foundation)
- ☐ Some Learning Resources in Use by CDA Programs, 1975. (High/Scope)

These publications are free of charge to persons involved in CDA training.

FROM:
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September 1979/No.6

CDA Bulletin

CDA Services and Resource Center
805 W. Pennsylvania Ave., Urbana, IL 61801
Phone: 217-333-1769

Strengthening Personal Capacities

One of the assumptions of the CDA program is that there are certain personal capacities such as sensitivity to feelings or a sense of humor, which contribute to competent functioning in a child care setting. Working with CDA trainees, the CDA trainer/advisor is constantly challenged to encourage and strengthen these and other personal capacities in his or her trainees. Since the personal capacities underly much of the trainee's competence in the various Competency and Functional areas, many programs incorporate training materials and activities related to the trainee's personal capacities into the regular training program. The following list of CDA training materials is designed to help the trainer/advisor identify resources in this area:

Affective Training for the Child Development Associate Candidate: A Manual for CDA Trainers by Steven M. Dranoff. 1976. Order from: Steven Dranoff, Clifton Mental Health Services, 780 Clifton Ave., Clifton, NJ 07013. Phone: 201-473-4400 $5.00.

Fourteen activities for trainers to use with CDA trainees in helping the trainees explore their feelings and understand the importance of feelings such as anger or fear for both adults and children. Most of the activities can be used either in or group or individually. Activities #3 and #9 may be anxiety producing with some trainees.

Introduction to Self Concept and Self Concept Development & Teacher-Child Relations. 197[illegible]. Order from: Dan Gartrell, Child Development Training Program, Bemidji State University, P.O. Box 132, Bemidji, MN 56601. Phone: 218-755-2073 $3.00 each plus 15% for postage and handling. Another module, Interpersonal Relations, is currently being revised, and is not presently available.

These two modules offer self concept development theory and activities for the CDA trainee in the belief that increased competence of the trainee in this area will directly affect his/her functioning with children in a positive manner.

Traveling Towards Competence (4 booklets) by Dorothy M. Campbell. 1976. Contact: Dorothy M. Campbell, Child Development Associate Project, Keystone Education Bldg., California State College, California, Pennsylvania 15419. Also available in ERIC, ED 138 359 to ED 138 362, inclusive.

These booklets outline the California State College Problem-Solving Model of CDA Training, which focuses on the personal and interpersonal skills of the persons involved in CDA training, both the trainees and the trainer/advisors. Booklet II (A Problem-Solving Approach) and Booklet IV (Training the Trainers) are especially useful for trainer/advisors.

Teachers of Young Children - The Person and the Skills by Rhoda Bacmeister. Order from: Early Childhood Education Council of New York City, Room 602, 1775 Broadway, New York, NY 10019. Phone: 212-582-7887 Cost 50¢ plus 25¢ for postage and handling. Also available in: Curriculum Guide for Instructors of the Child Development Associate - Introduction and Pre-Assessment prepared by Karen Colleran. 1977. Order from: Head Start STATO, 411 Hall Health Center, GS-15, University of Washington, Seattle, WA 98195. Phone 206-543-9414 $6.00, including postage for third class mailing.

Rhoda Bacmeister's article, although not written specifically for CDA training, is easily adapted for use in CDA training programs. The article discusses the qualities a good early childhood educator should possess, and how these qualities affect what happens when a teacher interacts with the children.

In the Curriculum Guide listed above, the article is supplemented by activities for the trainee to complete, and a short discussion of the CDA personal capacities.

CDA trainers who have developed or identified other materials helpful in strengthening personal capacities are encouraged to share them by contacting us here at the CDA Services and Resource Center.

CDA Services and Resource Center is funded by the Administration for Children, Youth, and Families, Department of Health, Education, and Welfare. The opinions expressed in the CDA Bulletin do not necessarily reflect the position or policy of ACYF or DHEW.

ANY PART OF THIS NEWSLETTER MAY BE REPRODUCED WITHOUT PERMISSION; PLEASE CREDIT THE CDA SERVICES AND RESURCE CENTER. Also, we would appreciate your sending us a copy of any publication in which we are cited or quoted. Thank you!

FROM:
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No. 7, November 1979

CDA Bulletin

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BURN-OUT

What is burn-out and what causes it?

How can you recognize burn-out?

What can you do to combat and prevent burn-out?

The CDA trainee you're working with refers to the children as "those little brats" and their parents as "n'er do wells."

Another trainee calls in sick again and again, especially on the days you plan to observe him.

The director tells you that it won't do any good to plan a workshop, since "no one will show up anyway."

Before you decide that the situation is hopeless, find out if you're faced with staff burn-out. Everyone in the helping professions is a likely candidate for burn-out: trainees, directors, education coordinators, trainers. If people around you are suffering from burn-out, it will affect not only the children, but you as well.

WHAT IS BURN-OUT?

It has been defined as "the depletion of personal resourcefulness, flexibility, and positive energy that individuals ordinarily possess as members of a staff."[1] Others have defined it as a feeling of alienation from those around you, a feeling of hopelessness, and of high stress.

What are the causes of burn-out?

Burn-out can be triggered by any number of situations, including:

Life stresses, such as a change in marital status, pregnancy, or buying a house.

Job stresses, such as conflicts with administrators, funding problems, continual contact with children or trainees without the support of peers.

Personal attitudes, such as unrealistic expectations of children, co-workers, or the job itself; or dissatisfaction with anything less than perfection in oneself.

Anything which drains more energy than it is possible to replenish can contribute to burn-out. For this reason, working with a burned-out trainee or director can contribute to you becoming burned-out also: it takes extra energy to work with a person who has little to give you in return.

HOW CAN YOU RECOGNIZE BURN-OUT?

Common symptoms include:

High staff turnover, lateness, many sick days.

Complaints about everyday events and common occurrences.

Less flexibility in work and personal situations.

Labeling of behaviors and people (He's hyperactive, she's lazy).

Resignation when faced with problems (It doesn't matter).

more →

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[1] "Combatting Staff Burn-Out" by Stanley Seiderman. (for full citation, see page 3 of this issue of the CDA Bulletin)

LeRoy Spaniol in an interview for Instructor magazine listed these levels of burn-out:

.First-degree burn (mild): short-lived bouts of irritability, fatigue, worry, and frustration.

.Second-degree burn (moderate): Same as mild, but lasting two weeks or more.

.Third degree burn (severe): Physical ailments occur, such as ulcers, chronic back pain, and migraine headaches.[2]

WHAT CAN YOU DO TO COMBAT AND PREVENT BURN-OUT?

As a CDA trainer/advisor, you may be able to encourage your trainees to:

- Change a routine:
  - teach a different age group
  - rearrange the room
  - take a vacation
  - attend a workshop
- Communicate
  - discuss how they feel with someone they trust
  - see themselves in a more positive light (your attitude is important here)
- Relax:
  - learn to meditate
  - exercise or run each day
  - take a walk or spend some other time alone each day

The first and most important item is for you to recognize that a trainee may be burned out, and for you to help that trainee to recognize the situation. Without this recognition, you will be likely to interpret the trainee's behavior incorrectly. A staff meeting or workshop on burn-out or stress may be the way to begin. If staff are given the time to share their ideas and feelings, but are not 'accused' of being burned-out, they will be more likely to benefit from such a workshop.

Prevention of burn-out is more difficult, since the causes can be so varied. Things to try include:

- Including staff in planning sessions
- Listening to what staff suggest
- Praising a trainee for what he or she does well
- Understanding the frustration of day to day work with children and families
- Involving the staff in problem solving and sharing sessions

WHAT IF YOU BECOME BURNED-OUT?

You recommend a trainee for assessment because you don't have the energy to work with her anymore.

You decide that it really doesn't matter if a trainee and her assistant teacher don't get along because "that's their problem."

As a trainer/advisor, you can certainly become burned-out and the advice suggested for trainees applies to you as well. Remember that you can't be all things to all people, and that you can't solve all the problems inherent in the child-care field (such as low pay, long hours, and few vacation days). What you can do is learn more about yourself. What lifts your spirits and gives you the energy to go on? Working with the children again? Gardening? Taking a walk? Painting? Visiting family and friends? Reading a novel? When you're feeling low, recharge yourself. Talk to other trainer/advisors. Observe the most outstanding CDA you know.

Finally, you can begin to learn more about stress and burn-out. The references on page 3 list a variety of books and articles which you may find helpful, both for yourself, and for your trainees.

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[2] LeRoy Spaniol is interviewed in the Special Report on Teacher Burnout in the January 1979 issue of Instructor magazine. For the full citation, see page 3 of this issue of the Bulletin.

Resources on Burn-out

Administrator Style Effect on Teacher Behavior and Morale edited by Lana Pipes. 1977. 126 pages. Available in ERIC Microfiche Collections, or from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Order ED 137 221. Microfiche 83¢; paper copy $7.35 (plus postage).

> This annotated bibliography is introduced by a 17 page review and analysis of the research on the school as a social system, administrator style, and teacher behavior. The bibliographic references are grouped according to these categories, and include many references related to teacher morale and behavior.

"Combatting Staff Burn-Out" by Stanley Seiderman. Day Care and Early Education, Summer, 1978. Pages 6-9.

> A detailed description of the phases of staff burn-out is accompanied by 10 suggestions for combatting the problem. References for further reading are included.

A Good Beginning for Babies by Anne Willis and Henry Ricciuti. 1975. 213 pages. National Association for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009. $4.50.

> Morale in the child care center and its effect on children and staff is discussed briefly in this excellent book (pages 127-130). Although the focus of the book is infant day care, the information and suggestions on morale apply to all child care programs.

"Stress" by Robert Sylwester. Instructor, March 1977. Pages 72-76.

> An overview of the symptoms and causes of stress which focus not only on classroom stress, but also on the life changes which may cause stress. A stress-level rating scale is included.

"Teacher Burnout" Instructor, January 1979. Pages 56-62.

> This Instructor Special Report outlines the symptoms, causes, and possible solutions for teacher burn-out in public school classrooms. Teachers, administrators, and other professionals offer their views and suggestions throughout the Report.

Teachers in Preschools: Problems and Prospects by Lilian Katz. 1977. 30 pages. Available in ERIC Microfiche Collections, or from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Order ED 134 310. Microfiche 83¢, paper copy $2.06 (plus postage).

> In this book, Dr. Katz outlines the factors which make up the optimum preschool environment and discusses why this optimum environment is difficult to achieve. The high warmth and high intensity which the caregiver must try to sustain, compounded by working conditions in most centers, results in staff burn-out and high staff turnover.

"Why Do Directors Burn Out?" by Maryrose Rogolsky. Child Care Information Exchange, September 1979. Pages 6-8.

> This is the first of several articles which will focus on director burn-out. Six factors are outlined, including scarcity of resources, benefits and support, diversity of responsibility, limits on personal growth, and the intensity of relationships, all of which contribute to director burn-out.

Happy Holidays

The University of Illinois, including the CDA Resource Center, will be closed from December 22nd to January 3rd. We hope you will have a joyful holiday season and a healthful and happy new year.

CDA DAY at NAEYC

CDA Day at NAEYC, November 7th, was a successful day of sharing and workshops. We enjoyed meeting each of you and will look forward to talking with you in the future.

For those of you who asked for information and publications, we are in the process of answering the requests.

Thank you for your support and participation, and please don't hesitate to contact us in the future with your questions and requests.

Price Change

Please change the following prices listed in CDA Bulletin No. 3, PORTFOLIO HELP:

Guide to CDA Preparation and Assessment: Sample Portfolio. 1977. 67 pages. Child Development Training Program, P.O. Box 132, Bemidji State University, Bemidji, MN 65501. *PRICE CHANGE TO $3.00 plus postage.*

Portfolio Sort by Ann Migliaro. 1977. Community Development Institute, 1615 California St., Room 206, Denver, CO 80202. *PRICE CHANGE TO $1.75 per copy.*

The CDA Resource Center is funded by the Administration for Children, Youth and Families, Department of Health, Education and Welfare.

Our purpose is to provide information about CDA training resources through our publicationa and by answering specific requests.

IF YOU HAVE A QUESTION ABOUT CDA TRAINING RESOURCES, please contact us.

If you have any training resources to share, please let us know about them.

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No. 8, January 1980

CDA Bulletin

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Planning Workshops

As a CDA trainer/advisor or trainer of trainers, you probably often plan meetings or workshops. Planning a workshop, particularily a large one, can be extremely frustrating for the coordinator: the main speaker gets the flu, it snows six inches, and the coffee never arrives, but the workshop continues.

A workshop can also be very rewarding when the sessions are well-attended, timing is perfect, and most importantly, the participants are challenged and eager to learn.

A small workshop is fairly easy to plan, particularly if you know your trainees' needs and interests. However, if you are planning for a large group, or for people you don't know well, you may need some help. We hope that the ideas and resources suggested in this bulletin will help you plan more effective workshops.

FACTORS TO CONSIDER

Larry Nolan Davis, in Planning, Conducting and Evaluating Workshops, lists the elements which must be considered in planning a successful workshop:

1. Materials
2. Staff
3. Consultants
4. Participants
5. Structure
6. Aids
7. Facilities
8. Accommodations
9. Food
10. Dates
11. Travel
12. Promotion

Time and Money are additional factors.

As you plan a workshop, ask yourself the following questions:

.What materials would you like to have available at the workshop? What is available in your office, from the local library, or from University extension offices?

.Who on your staff is an expert in the area to be discussed?

.If you are not able to hire a consultant, is there someone from a professional association, college or speaker's bureau who will volunteer?

.What do you know about the participants? Are they all CDA trainees or will other staff also attend?

.Are your participants eager and interested, or reluctant? How can you help them become comfortable?

.What will the structure of the presentations be? Role playing? Lecture? Make-and-take? Movies?

.Do you have the audio visual and other aids you'll need? Who can you borrow or rent them from?

.What facility is available? If you expect everyone to work on projects at tables, are tables available? How large a room will you need?

.Will hotel accommodations be needed? For all participants? For speakers?

·Are refreshments available? Do you know where people will eat lunch?

.What date is realistic for planning? Are the rooms and hotel available then? Are there any conflicting meetings?

.Who will make the travel arrangements for participants and speakers? What travel costs will be reimbursed?

.Do you need to plan any advance publicity or promotional materials?

PRESENTING INFORMATION

Choosing the method of presentation is of crucial importance to the success of the workshop, since it will effect the participants' behavior. The speaker acts in two roles, presenting the materials and modeling a teacher/student relationship. Imagine a workshop for CDA trainers in which they listen to a 4-hour lecture about why they should lecture to their trainees for only 20 minutes at a time. Without consistency between the message and the method, the message may be lost.

The learn-through-play workshops described in the PAR (Parents as Resource) booklet, Workshop Procedures, are another example of consequence between format and message. The parents participate in activities such as puppetry, dress-up, finger-painting and modeling with play dough. The workshop leaders model appropriate adult behaviors including praising, emphasizing the process rather than the product, and encouraging creativity.

From this the parents experience directly the joy of open-ended play activities and the effects of positive, encouraging interactions. The cognitive and related aspects of the activities are highlighted for use with parents, this method of integrating content and presentation can be easily adapted for use with CDA trainees and others who work with young children.

There are many other ways of presenting information to adults. The advantages and disadvantages of twenty-three methods are discussed in Donald Seaman's Adult Education Teaching Techniques. Video-taping, field trips, case study and other methods are included. Larry Nolan Davis, in his book cited on page 1, also describes a variety of methods, ranging from lecture to role-playing and gaming.

Careful planning and a knowledge of potential problems and solutions should help make your workshop a success for both you and for your participants.

GOOD LUCK!!!

Bibliography is on page 3

Adult Education Teaching Techniques by Donald Seaman. 1977. 55 pages. Available from: National Center for Research in Vocational Education Publications, 1960 Kenny Road, Columbus, OH 43210. Order #IN 110. $3.80. Also available in ERIC microfiche collections in libraries, or from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Order #ED 149 180. Microfiche 83¢, paper copy $3.50 (both plus postage).

> A review and synthesis of research on effective techniques for teaching adults at different educational and occupational levels. Twenty-three different methods are discussed.

The Conference Book by Leonard and Zeace Nadler. 1977. 267 pages. Gulf Publishing Company, Book Division, Box 2608, Houston, TX 77001. $12.95.

> This book is designed for the person who is planning a conference with multiple sessions for twenty-five or more people. The authors discuss the duties of the various people involved in conference planning (the coordinator, the design committee, and others), choosing the theme, how to plan both general and regular sessions, and coordinating related conference activities. Choosing hotels, exhibits, registration procedures, and follow-up are also discussed. A short chapter is included which discusses other books and magazines which contain information about conference and convention planning.

Planning, Conducting, and Evaluating Workshops by Larry Nolan Davis. 1974. 310 pages, accompanied by a 31 page "Workshop Staff Packet." Learning Concepts, 2501 N. Lamar, Austin, TX 78705. $12.95.

> This complete and well-written book is designed to be a practical aid for part-time adult educators new to the field, as well as those whose training is in adult education. The book includes suggestions, forms, examples, and most importantly, rationale for planning workshops for adults. Topics covered include: needs assessment, writing competency-based learning objectives, selecting resources, designing learning methods, budgeting, and making arrangements. Seventy pages are devoted to the actual workshop itself, with an additional section on workshop evaluation. A bibliography is included, as well as a special section for administrators about staff development.

Workshop Procedures by Cole, Haas, and Weinburger. 1973. 28 pages. Parents as Resource (PAR) Foundation, 464 Central Avenue, Northfield, IL 60093. $2.50 plus $1.00 for postage and handling.

> A learn-through-doing workshop format is presented in this booklet written by the same people who wrote I Saw a Purple Cow. The booklet outlines specific procedures and activities for conducting a series of four workshops to teach adults creative, open-ended activities to use with children. The underlying philosophy of the PAR workshop format is that adults will not only learn and remember an activity by doing it, but will better understand the value of creative activities, such as finger painting or collage, once they have enjoyed the activity. Individual activities can be adapted for other uses, such as make-your-own-name-tags as a get acquainted activity in a staff meeting.

……………………………

in this issue: Planning Workshops

late arrivals?

Does your CDA Bulletin arrive late?

Please accept our apologies. We try not to include information which will become out-of-date, since we know there are delays sometimes. Why?

- *Because we mail the Bulletin at bulk rate, which is cheaper than first class mail. One reason it's cheaper is that it is low priority mail, and if a Post Office is busy, bulk mail will be sorted and distributed last.*
- *Because of the many steps in the process after an issue is typed (and dated). Each issue must then be printed, collated, folded, stapled, and labeled. Each step in the process may result in a delay. due to heavy workloads or machine failures.*

If you think that the Bulletin is arriving especially late to your office, please contact us. We'll do our best to help you.

Thank you for understanding.

The CDA Resource Center is funded by the Administration for Children, Youth and Families, Department of Health, Education and Welfare.

Our purpose is to provide information about CDA training resources through our publications and by answering specific requests.

IF YOU HAVE A QUESTION ABOUT CDA TRAINING RESOURCES, please contact us.

If you have and training resources to share, please let us know about them.

FROM: Lela Jones, Project Manager
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No. 9, May 1980

CDA Bulletin

CDA Resource Center
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Combining Roles & Responsibilities

HOW DO YOU DEFINE YOUR ROLE? ARE YOU:
A center director planning CDA training for your staff?
An education coordinator conducting CDA training?
A lead teacher acting as trainer for your assistant?
Anyone with responsibilities for both staff supervision and CDA training?

The way you define your role as both staff supervisor and CDA trainer will be one of the factors which may determine your effectiveness in training your staff. There are certainly differences between the two kinds of responsibility; however, many of the job functions overlap and man, in fact, enhance one another.

Some of the staff supervisor responsibilities which overlap with the responsibility for CDA training include:

- .planning inservice and staff development sessions and activities,
- .conducting staff observations and evaluations,
- .providing resource materials for staff, and
- .encouraging and supporting the professional growth of staff.

The goal of both roles is the same: to insure that high quality care is provided to young children and their families. There are also differences between the two roles, and at times there may be incompatible demands between your job responsibilities. In general, however, the combination of roles gives you an exciting opportunity to successfully integrate the CDA program with your child care program. Some of the following suggestions for combined activities can allow you to do each job with the maximum benefit to your staff and your program.

INTEGRATING CDA INTO INSERVICE TRAINING

Incorporating CDA terms and concepts into the content of regular staff training sessions can have three beneficial effects. First, staff already involved in CDA training will have their learning strengthened by integration of the two training components. For example, a discussion of parent involvement techniques with the social service staff is related to the functional area Home/Center. An inservice session on the state licensing requirements will involve Safe, Healthy, and Staff (and may involve the other functional areas).

Second, other classroom staff will become familiar with the CDA language and concepts by exposure during inservice session. This familiarity will help communication among classroom staff, and may also help to reduce the anxiety for staff who are reluctant to begin CDA training because of their unfamiliarity with CDA.

Finally, auxiliary and support staff members who are involved in inservice sessions will learn that CDA training is supportive of the other components of the program: health, services for the handicapped, etc.

Suggestions for Integrating Training

How CDA training and inservice training sessions are coordinated will depend on the administrative structure of your program. If you are responsible for providing inservice training, you can simply incorporate CDA into the training sessions. If you are responsible for direct supervision of staff, but not for conducting inservice sessions, you can encourage the people who conduct the training to incorporate CDA into the sessions. You can also help your trainees begin to integrate the two types of training and knowledge through discussions.

If someone from outside the program is conducting the inservice training, you may want to consider contacting him or her ahead of time to discuss the importance of integrating CDA into the workshop or lectures. A basic introduction to CDA (such as the booklet "Becoming a CDA"*) may help the speaker become acquainted with the CDA program.

If you are interested in learning more about programs that have integrated CDA training into inservice training, read one or two of the following articles:

"The Region XVI Education Service Center", Vol. IV of the Kirschner Report, pages 8-14.
"Tulare County Department of Education", Vol. IV of the Kirschner Report, pages 21-23.
"Oregon CDA Training Program", CDA Abstracts, No. 2, pages 10-16.
"Qualla Indian Boundry Projects CDA Training Program", CDA Abstracts, No. 2, pages 27-30.

(References and order information for these documents are given at the end of this Bulletin.)

COMBINING CDA AND STAFF EVALUATIONS

Incorporating ongoing CDA appraisals into staff observations and evaluations requires the cooperation of many people. The results can be rewarding both for staff and, ultimately, for the children served by the program.

Changing staff evaluation forms generally requires the approval of the program administration and/or governing board. Additionally, approval by the committees which are responsible for recommending staffing assignments and promotions will probably be necessary.

Some programs have simply added a CDA appraisal form to the observation forms uses for all classroom staff. Others have completely rewritten staff evaluation forms, incorporating CDA indicators into the new evaluation forms.

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*"Beoming a CDA" is available (free) from the CDA Resource Center, 805 W. Pennsylvania Ave., Urbana, IL 61801.

In addition to winning th cooperation and approval of the program administration, it may be necessary to add a statement about the observation and evaluation forms to the personnel policy guidelines. If your personnel policies already allow for direct observation and for raises or promotions based on the results of such observations, it may only be necessary to draw attention to the existing policies.

COORDINATING RESOURCES

Your position within an agency may enable you to insure that the training resources (modules, books, audio-visual materials, and so forth) are available to staff, and that the resources relate to the CDA functional areas and CDA goals. You may be in a position to recommend what should be ordered, to organize the library, facilitate staff use of materials, suggest materials for staff to read, or suggest audio-visual materials for staff to watch or listen to.

Some of the less obvious resources that you may be able to allocate are released time for training activities, equipment for classrooms, changes in staffing patterns, or money for training personnel or activities.

ENCOURAGING PROFESSIONAL GROWTH

Finally, your dual role as staff supervisor and CDA trainer enables you to support and encourage the growth of your staff as early childhood professionals. Although this is one of your responsibilities as staff supervisor, combining the two roles emphasizes your contibution, because the CDA program is a program for professional growth.

Your day-to-day interactions with staff in routine situations, as well as more formal contacts, provide you with opportunities to encourage each staff member to become more knowledgeable about early childhood education. This encouragement and the growth staff members experies will help insure that the children and families in the program are served in the most appropriate way.

* * * * * * * * *

REFERENCES FOR THIS ARTICLE ARE LISTED ON THE NEXT PAGE

Please change the following price listed in CDA Bulletin #3, PORTFOLIO HELP:

Compiling a Portfolio by Angela King. 1976. 61 pages. Angela King, 852 E. Highland Avenue, Redlands, CA 92373. Price change to $8.50 per copy, including postage and handling.

References

Combining Roles: Staff Supervisor & CDA Trainer

A number of the publications listed below outline the various roles and responsibilities of CDA trainers. Some of the Descriptions are quite detailed and others are of a more general nature, however, all may be of some value as you try to define and integrate your roles.

The Kirschner Report: An Assessment of Head Start Supplementary Training Programs In Providing Child Development Associate Competency Based Training, Vol. IV: Case Studies of Eight HSST/CDA Training Programs. 1979. 83 pages. Available from ERIC*: Order ED 164 140. Microfiche 83¢; Paper copy $4.67 (both plus postage).

Bilingual Bicultural Child Development Associate Trainer Program: Training Manual. 1976. 196 pages. Available from:

(1) Head Start programs can borrow this from the Head Start Bilingual/Multicultural Resource Centers (see CDA Bulletin #5 for addresses).

(2) A limited number of copies are available from Contracting Corporation of America, 820 Acoma Street, Denver, CO 80204. Write for further information.

CDA Abstracts: Methods of Implementing CDA Training. No. 1, 1978, 21 pages. No. 2, 1978, 43 pages. Available from the CDA Resource Center, 805 W. Pennsylvania Ave., Urbana, IL 61801. Free.

CDA Instructional Materials Book 8: Training Counselor's Guide. 1977. 112 pages. Available from the Distribution Center, Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, TX 78711. $4.00.

CDA Pilot Projects: Innovations in Training. 1978. 154 pages. Available from the CDA Resource Center, 805 W. Pennsylvania Ave., Urbana, IL 61801. Free.

CDA Training Handbook for CDA Area Workshop on Training of Trainers. 1979. 112 pages. Available from ERIC*: Order ED 165 894. Microfiche 83¢; paper copy $6.01 (both plus postage). A revised edition of this document will be available later this year.

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. 1978. Available in ERIC*:

Part 1: Development. ED 167 271. 112 pages. Microfiche 83¢; paper copy $6.01.
Part 2: Academics. ED 167 272. 376 pages. Microfiche 83¢; paper copy $20.75.
Part 3: Field Supervisor Handbook. ED 167 273. 154 pages. Microfiche 83¢; paper copy $8.69. ALL PLUS POSTAGE.

Traveling Towards Competence, Booklet IV: Training the Trainers by Dorothy Muirhead Campbell. 1976. 32 pages. Available from:

(1) Dorothy Muirhead Campbell, Child Develoment Associate Project, Keystone Educational Building, California State College, California, Pennsylvania, 15419. Write for further information.

(2) ERIC*: Order ED 138 362. Microfiche 83¢; paper copy $2.06 (both plus postage).

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*Complete copies of the documents listed above are available in ERIC microfiche collections at libraries. For a list of ERIC collections near you write ERIC/EECE College of Education, University of Illinois, Urbana, IL 61801.

To order copies, write to EDRS, P.O. Box 190, Arlington, VA 22210. POSTAGE for 1-3 microfiche is 15¢; for 4-8 is 28¢. POSTAGE for paper copies is $1.14 for up to 75 pages; $1.45 for 76-150 pages; $1.76 for 151-225 pages; $2.08 for 226-300 pages; $2.39 for 301-375 pages; $2.70 for 376-450 pages; and $3.02 for 451-525 pages.

BE SURE TO INCLUDE THE ED NUMBER FOR EVERY DOCUMENT YOU ORDER!!

CDA SEMINARS

in conjunction with
National Head Start Association
7th Annual Child and Family Development Conference

CDA SEMINARS THEME: CDA Within Head Start: Its Impact and Potential

LOCATION: Fontainebleau Hilton, Miami

DATES AND AGENDA: ***May 20, 1980***
7:30-9:00 p.m.

Opening Remarks
Jenni W. Klein, Director of Educational Services, ACYF

The CDA Credential Award System
Robert Granger, Executive Director, CDA Consortium

Quality Care for Children — A Societal Need
Asa Hilliard, Dean, School of Education, San Francisco State University

May 21, 1980
9:00-11:30 a.m. Choice of Seven Sessions:

- CDA Orientation and Overview
- CDA Training — Key Features and Concepts
- CDA and Parent Involvement
- CDA Within Multicultural Settings
- CDA Within the Head Start Structure
- CDA Within the National ACYF Network
- CDA Within the Wider Community

11:45-12:30 p.m.

CDA — Guidelines and Plans for the Future
Barbara Ferguson Kamara, Associate Commissioner, ACYF

TO REGISTER CONTACT: CDA Seminars, University Research Corporation, 4340 East-West Highway, Suite 900, Bethesda, Maryland 20014. Phone: (301) 654-9300.

Pick up your program and registration materials at the CDA Registration Desk, Grand Galleria, Fontainebleau Hilton, May 20, 5:00-7:30pm or May 21, 8:00-9:[illegible]am.

Be Sure to Visit the CDA Resource Center's Exhibit in the Jade Room (booth 325) - We'd Like to Meet You!

CDAC REFUNDED!

The CDA Consortium has been refunded to do assessments and credentialing from April 15, 1980 until June 30, 1980. According to Robert Granger, Executive Director of CDAC, what they need most is information about your program and trainees, such as:

.How many people are ready for assessment?

.How many people need application forms?

.Who must be assessed this spring because they are leaving the program?

Please send Dr. Granger any completed forms for trainees and other relevant information about your program at:

CDA Consortium
% NAEYC
1834 Connecticut Ave., NW
Washington, DC 20009

When the Consortium has their own offices, NAEYC will forward all mail to them.

Please: Your cooperation during this time is appreciated!! The Consortium staff will be doing the best they can, but will not be able to do all of the past ten months' assessment in two months. ANOTHER CONTRACT is planned for after June 30th to continue the assessment and credentialing system.

The CDA Resource Center will keep you informed of the latest developments regarding the Consortium contract in future issues of the CDA Bulletin.

The CDA Resource Center is funded by the Administration for Children, Youth and Families, Department of Health, Education and Welfare.

Our purpose is to provide information about CDA training resources through our publications and by answering specific requests.

IF YOU HAVE A QUESTION ABOUT CDA TRAINING RESOURCES, please contact us.

If you have any training resources to share, please let us know about them.

From:
Lela Jones, Project Manager
CDA Resource Center
University of Illinois
805 W. Pennsylvania Avenue
Urbana, IL 61801

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Address Correction
Requested

Nos. 10 & 11, September 1980

CDA Bulletin

CDA Resource Center
College of Education
University of Illinois
Urbana, Illinois 61801
(217) 333-1769

COLLEGE BASED CDA TRAINING

ADVANTAGES OF PROVIDING CDA TRAINING THROUGH COLLEGES

There are several advantages for both the CDA trainee and the college when CDA training is provided through a college program. At college, trainees can begin to see themselves as part of a community of individuals dedicated to improving the care of young children and learning from each other. In addition, the combination of class work and field practice required by the CDA program can often be supplemented by access to other services which the college may provide including: library facilities, curriculum resources, laboratory schools and related academic courses.

The college benefits from the CDA training by supporting educational services to the community and by providing visibility for their courses to the staff of child care programs.

HOW ARE SOME COLLEGES PRESENTLY FUNDING CDA TRAINING?

Although the main source of funding for CDA training is most often the Head Start program, funding may be provided through other sources, such as CETA, Title XX, or Basic Education Opportunity Grants (BEOG). The college may support CDA training by providing instruction or absorbing indirect costs associated with instruction, administrative overhead, or processing student records.

Some Head Start programs contract with a college for CDA training for their staff; other programs pay for specific courses or for training on an individual basis. Funding for CDA training in colleges may provide for such costs as: instructor's salary, tuition and fees, materials, travel for the instructor and classroom facilities.

INTEGRATING CDA TRAINING AND COLLEGE COURSES

Once a college decides that it is interested in providing CDA training and funds have been located for training, the following issues should be considered.

CDA Training Criteria

When planning college-based CDA instruction, it's important to keep in mind that the criterion requiring that some credit arrangements be made in a CDA training program is only one of the six CDA training criteria. The other five criteria are equally important since they differentiate CDA training from traditional child care training programs. For example:

- The curriculum is organized by functional area, rather than by traditional academic disciplines.
- 50% of the trainee's training time is spent in supervised field work, rather than all in lectures or unsupervised placements.
- One of the emphases is to integrate theory into practice, to help insure that academic work and field work are related.
- Training is based on each individual trainee's strengths and weaknesses, rather than on a pre-set curriculum.
- Training is flexibly scheduled, so that trainees can proceed and finish at their own individual rates.

Curriculum

The curriculum for college based CDA training should be organized according to the training criteria listed above. Within those guidelines, however, there is a great deal of flexibility, since there is no standard or prescribed curriculum model for CDA training.

A college may choose to restructure existing courses or design new ones organized around the CDA competencies. Or, specific training on competencies might be integrated into existing courses. Check the college catalog and familiarize yourself with the child development and education courses already being offered. Look at basic psychology, sociology, child health and nutrition courses, too, since some of the content of these courses may be related to the competencies CDA trainees have to acquire.

Preparation of a CDA portfolio is an example of a required CDA activity which might be handled best in a specially designed learning module or as part of a trainee's independent study plan.

Consultation with staff members of other colleges offering CDA training may be helpful in planning how to combine CDA and existing college programs.

Training Locations

CDA training can be provided on the college campus or off campus. Course requirements may determine the most appropriate kind of class setting. For example, if a group of trainees are working on making portfolios, they may not need to meet together often but may need advice and access to facilities at the college instead. If, on the other hand, course content involves role playing as a way of learning about self concept, trainees will have to meet together to be actors and observers as they practice this skill.

On campus classes often fit best into the instructor's schedule or may be required by the college. Being on campus also makes it easier for trainees to work on independent projects requiring minimal supervision, use the resource room or library, view films or videotapes assigned as part of a course, or observe in a college-run preschool. On the other hand, the campus may be less accessible to trainees, there may be reluctance to go to a formal college setting, and transportation may present a problem.

Off campus locations in trainees' own neighborhood can provide opportunities for the instructor to see early childhood centers where trainees work and encourage other trainees from the same area to attend class. A disadvantage of meeting off campus is that the resources and facilities of the college are not readily available and trainees may not feel as free to go on campus later to complete class assignments. Off campus locations might be a neighborhood school, church basement or the CDA training office.

Time Flexibility

Time of training can often be adjusted to suit trainee needs more easily off campus where classrooms are not in demand and time of class is not dependent on the hours the college is in session. The instructor can join trainees for an evening or Saturday class if that proves most convenient for those who work in child care centers all week. Variation in handling portions of the training makes it easier to schedule CDA courses at times when trainees are free from job or family responsibilities.

Instructor

The course instructor for college based CDA training may be a regular faculty member, a part-time college instructor, or a staff member of a child care program. In one state, the state training office provides specialized training for college instructors to orient them to CDA training. The instructors are paid by the Head Start programs for academic instruction and onsite observation and conferencing.

Other programs use the child care program staff as instructors for trainees, while a university faculty member serves as "instructor of record" for recording credits and grades. The instructor of record reviews the trainees' work and supervises the trainees' instructor but does not have primary responsibility for working with the trainees.

Credit

The type of credit awarded for a CDA course will depend primarily on the college requirements and regulations, and on the department of the college providing training. Many colleges grant trainees credit towards a degree specialization in child care (or other child related field). Other colleges grant credit equivalent to elective courses for a degree program. At some colleges, extramural credits are granted, although these do not usually count towards a degree. The person arranging CDA training should discuss possible credit arrangements with the college.

Planning Questions

The following is a list of questions that should be considered when planning to incorporate CDA training into a college program:

- How many of the CDA candidates in your program want college credit?
- Are staff members from other child care programs in the community interested in CDA training?
- What are the enrollment requirements of the college? (Community colleges often have an "open" enrollment policy, whereas many universities require minimum grade point averages and test scores.)
- What are the personnel requirements of the college for course instructors? for practicum instructors? for cooperating teachers (who supervise practicum students)?
- How are practicum classes organized? How often does the instructor visit the student? How often do the students meet in a group with the instructor?
- Does your state recognize the CDA credential in its child care licensing standards?
- What departments and college staff might be interested in offering CDA training?

  Child related departments such as

    early childhood education
    child development
    child care

  Adult programs, such as

    adult education
    university extension
    vocational education

  Special programs, such as

    independent study
    re-entry programs
    extramural programs

  Are there others you can think of?
- What are the steps for getting a new course approved? How long does this usually take?

EXAMPLES OF COLLEGE BASED CDA TRAINING

Illinois

Child Development instructors in a community college in central Illinois who had been asked by the local Head Start centers to help with CDA training developed two courses:

one on preparation of the CDA Portfolio and the other on Supervised In-Service Training.

The Portfolio course was designed to prepare child care personnel to write and assemble the portfolio necessary for application to the Child Development Associate Consortium for the CDA Credential.

The Supervised Training course was designed for child care workers who wanted to examine their job skills individually and look at special problems within the framework of the CDA thirteen functional areas. Training was used to prepare trainees for CDA assessment.

Credit for these courses was not applicable towards a degree in Child Development, but the college agreed to award 12 hours of credit when a trainee actually received a CDA credential (a total of 16 hours credit since each of the two courses earned two credits).

North Carolina

In North Carolina, a state CDA committee represented many state agencies concerned with children's care and well being. A competency based child development curriculum was developed on the CDA model for child care workers and directors. Course and curriculum outlines were also developed for community colleges, universities, and high school vocational programs.

In both these cases, someone familiar with CDA training needs and the college was instrumental in facilitating the CDA training plans. At the college in Illinois, there was strong community support for CDA courses, and the college responded to the support. In North Carolina, there was statewide support for competency based child care training and CDA training provided the model.

REFERENCES

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Volume IV: Case Studies of Eight HSST/CDA Training Programs. Ann Gilman and Diane Signatur, Kirschner and Assoc., 1978, 83 p. Available through the ERIC system, ED 164 140.

Forest Park Pilot Project Child Development Associate Training Project Final Documentation Report. Saint Louis Community College at Forest Park, Mo. 1976, 47 p. Avialable through the ERIC system, ED 174 350.

Directory of Educational Programs for Adults Who Work with Children. Dianne Rothenberg, Compiler. 1979,104 p. Order from NAEYC, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. ($3.00) Also available in the ERIC system, ED 170 021.

Provides information on more than 700 institutions, including whether courses related to CDA are offered at that institution.

NEW STAFF AT CDA RESOURCE CENTER

Linda Baskin is the new Project Manager of the CDA Resource Center. Linda has been Assistant Director at the ERIC Clearinghouse on Elementary and Early Childhood Education, where she will continue part time. Former Project Manager Lela Jones resigned in July to start her own business.

Peggy Elgas is the new Staff Assistant at the Resource Center. Peggy has been working at the Vermillion Iroquois Champaign County Head Start Center for four years, most recently as Educational Coordinator. Staff Assistant Karen Kane resigned in August as she is expecting her first child in October.

GOING TO NAEYC?

Join us for CDA day Friday November 21, just before the annual National Association for the Education of Young Children meeting in San Francisco for a chance to meet and talk with others interested in CDA. If you have not already received a registration form, contact the CDA Resource Center.

The CDA Resource Center staff also invites you to visit the CDA booth in the main exhibit area during the NAEYC meeting. We will be distributing information on CDA resources and training. Come meet the new staff and collect materials on CDA.

FROM:
Linda Baskin, Project Manager
CDA Resource Center
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No. 12, November 1980

CDA Resource Center
College of Education
University of Illinois
Urbana, Illinois 61801
(217) 333-1769

CDA Bulletin

CDA NEWS AND NOTES

COMPETENCE FOR CHILDREN'S SAKE: NEW RESEARCH ON CDA

How do child care workers who have earned the CDA credential compare with those who have had no contact with CDA? What effect does the CDA credential have on a person's self perceptions or career development? These questions were addressed in a recent study by Dr. Willa Bowman Pettygrove. The study was funded by the National Institute of Education.

The summary report, "Competence for Children's Sake," is available for $2.00 from:

Child Development Training Program
Richards House
Iowa State University
Ames, Iowa 50011

The summary and final reports will both be available through the ERIC system later this year.

CHILD CARE REGULATIONS INCLUDE CDA

Eighteen states and the District of Columbia have recognized the CDA program by including the CDA credential as an acceptable qualification for employment in licensed child care programs.

CDA training is one of the alternatives (along with college degrees, experiences, and previously accepted training programs) for women and men interested in working with young children in registered or licensed child care programs. The states are:

Arizona
Illinois
Kansas
Maryland
Michigan
Minnesota
Nevada
New Mexico
North Carolina
North Dakota
Oregon
Pennsylvania
South Dakota
Texas
Utah
Virginia
Washington
Wisconsin

The CDA Resource Center is now updating this list and will also collect information on state agencies responsible for child care regulations in the 18 states and D.C. Contact us for this information or to give us news of other states' progress in recognizing the CDA credential.

NEW ADDRESS

Beginning in October, the CDA Resource Center will be located in the College of Education at the University of Illinois. The move will enable our staff to work more closely with the ERIC Clearinghouse on Elementary and Early Childhood Education. The new address is listed at the top of this page.

FAMILY LIVING SERIES AVAILABLE

A set of 24 bulletins dealing with topics related to child development, parenting, and family relations is available from ERIC/EECE. The Family Living Series includes such titles as:

- Helping Children Develop Interests
- Children's Feelings
- Vital Signs of Preschool Development
- Parents as Role Models
- Setting Limits

Because the bulletins are loose leaf (2-3 pages each) and printed on white paper, they can be reproduced easily for parents and other groups.

To obtain a loose leaf packet of the 24 bulletins, order catalog #188 ($3.50) from:

Publications Office
ERIC/EECE
College of Education
University of Illinois
Urbana, IL 61801

EXPANSION OF HEAD START BILINGUAL/MULTICULTURAL RESOURCE CENTERS

The National Head Start Bilingual/Multicultural Resource Center Network has now been expanded to serve all of the Regions. The four existing Resource Centers will serve the following regions during Fiscal Year 1981.

Regions I, II, III, IMPD

Ms. Yvonne De Gaetano, Director
Columbia University
525 W. 120th St.
New York, NY 10027
(212) 678-3970

Regions IV, VI, IMPD

Ms. Yolanda Molina, Director
Intercultural Development
Research Association
5835 Callaghan Road, Suite 111
San Antonio, TX 78228
(512) 684-8180

Regions V, VII, VIII, IMPD

Dr. Lorenzo Trujillo
Inter-America Research Associates
231 Milwaukee, Suite 206
Denver, CO 80206
(303) 320-1151

Regions IX, X, IMPD

Dr. Masako Tanaka
Development Associates
693 Sutter St., 3rd Floor
San Francisco, CA 94102
(415) 776-0120

The resource centers will continue to provide services to Regions II, VI, VII and IX at the same level as in previous years. Programs in Regions I, III, IV, V, VII, X, and IMPD should contact the resource centers listed above for information on services to be offered.

ERIC/EECE: A RESOURCE FOR CDA TRAINERS

Do you want information on

- child development
- working with parents
- preschool education

For information on these and other early childhood education topics, you should know about the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). ERIC/EECE is part of the nationwide ERIC information system and has services and publications that CDA trainers may find useful, either for themselves or for their trainees. Among the Clearinghouse's services are the following:

- Free resource lists on day care, parenting, bilingual education, nutrition, and other topics in early childhood education. A list of currently available resource lists appears at the end of this article.
- A bimonthly newsletter providing information on programs, practices, and research related to children from birth to age 12. Write for a sample copy. (6 issues/$3.00)
- Brochures and information on how to use the ERIC system and a list of the locations of the ERIC collections nearest you.
- Response to letter and telephone requests for information about early childhood education topics.
- Publications on early childhood topics. (Ask for a copy of the latest publications list and order information.)

ERIC/EECE is only part of the ERIC system, which covers all education related topics. For example, you can use ERIC to find background information on teacher education, adult education, teacher morale, bilingual education, handicapped children, curriculum development and many other topics.

Contact ERIC/EECE (or the CDA Resource Center) for more information on the ERIC system or the ERIC/EECE Clearinghouse. Write to:

ERIC/EECE
College of Education
University of Illinois
Urbana, IL 61801
(217) 333-1386

ERIC/EECE Resource Lists include citations to ERIC documents, which are on microfiche in many university and college libraries or can be ordered in paper or microfiche copy. Citations to journal articles are also included.

Free resource lists available from ERIC/EECE include:

Bicultural/Multicultural Education
Bilingual Education
Child Abuse and Neglect
Children's Health
Day Care
Early Childhood Education
Resources on Parenting
Nutrition and Nutrition Education
Reading Readiness
Screening, Readiness, and Diagnostic Programs in Early Childhood
Sex Role Development in Young Children

AUDIOVISUALS FOR CDA

Are you using audiovisuals in your CDA training program? The CDA Resource Center is beginning to collect information on films, slide tape packages, videotapes, kits and other audiovisuals being used in CDA training. Materials on early childhood, teaching techniques, training, or the CDA program would be of interest.

When enough information has been collected, we plan to put together a list of audiovisual materials recommended by trainers. We need your help; please send us titles and ordering information (if you have it) on any audiovisual materials you have found valuable in training.

MAILING LIST UPDATE

Do you know of anyone working with CDA training (trainers, administrators, college staff) who is not on our mailing list? Help us keep our mailing list up to date. Tell them that by calling or writing us they can be added to the mailing list to receive the CDA Bulletin, bibliographies, and other material distributed by the CDA Resource Center. Persons no longer involved in CDA training can be removed from the list at their request.

FROM:
CDA Resource Center
College of Education
University of Illinois
Urbana, IL 61801

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Address Correction Requested

PART III

ADDITIONAL RESOURCES FOR CDA PROGRAMS

April 1979/No. 1

CDA Bulletin

CDA Services and Resource Center
805 W. Pennsylvania Ave., Urbana, IL 61801
Phone: 217-333-1769

Sources for Resources

Hunting for information you can give your CDA trainees?

Not enough time to read every publication about children?

This list of journals, magazines, and newsletters should help you find good resources to use with your trainees. The articles can be used in teaching specific competency areas, answering trainees questions, or in in-service training sessions or practicum courses. Also, reviews of new books (which most of the publications carry) can direct you to other materials.

Many of the professional journals are available in libraries as well as by subscription, and the magazines can be found in public libraries and at newstands. Reprints and back issues are sometimes available from the publishers.

Childhood Education

The Association for Childhood Education International
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016

6 issues/year.
$18.00 for individuals; $22.00 for institutions.

This journal for teachers of young children covers current issues as well as ideas for the classroom. Recent articles include: "Cherishing Personal and Cultural Heritage" (Jan. 1978), "Just for Fun: A Creative Dramatics Learning Center" (February 1978), and "When Children Feel Helpless in the Face of Stress" (January 1979).

Children Today

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

6 issues/year
$8.00.

Informative articles about children, families, and Administration for Children, Youth, and Families programs. Recent articles include: "How Love Begins Between Parent and Child" (March/April 1978), "Bilingual/Bicultural Programs for Preschool Children" (July/August 1978), and "Protecting Children's Mental Health" (September/October 1978).

Day Care and Early Education

Human Sciences Press
72 Fifth Ave.
New York, NY 10011

4 issues/year
$9.95 for individuals $15.00 for institutions

Articles focus on practical advice for adults working with young children. Recent articles include: "The Signals of Child Abuse" and "Resource Development in Day Care" (Spring 1978) and "Beyond Sex-Role Stereotyping" (Fall 1978).

ERIC/ECE Newsletter

ERIC Clearinghouse on Early Childhood Education
805 W. Pennsylvania Ave.
Urbana, IL 61801

6 issues/year
$3.00

This newsletter reviews books, journal articles, and the latest ERIC documents for adults who work with preschoolers. Articles include useful ideas and hints for teachers.

Growing Parent and Growing Child

22 N. Second St.
Lafayette, IN 47902

12 issues/year
$7.95

Topics of interest to parents and child development information are presented in an informal style in this newsletter. Recent articles include: "Dependence and Independence: Keys to Understanding Yourself and Your Child" (December 1978), and "Helping Your Child Get Ready to Read" (November 1978).

Human Behavior

Subscription Department
P.O. Box 2810
Boulder, CO 80302

12 issues/year
$14.00

A magazine which covers many aspects of popular social science (e.g., public welfare, work, parapsychology, religion, etc.) regularly includes information about learning, youth, the family, and health. Articles have recently covered: "Divorce in Technicolor: Believable Films Help Youngsters Adjust" (December 1978) and "The Case Against Spanking" (January 1979).

Parents Magazine

Dept. MPBS
Bergenfield, NJ 07621

12 issues/year
$8.95

Parents has recently changed its format and is now available at newsstands as well as by subscription. The magazine includes articles on all aspects of child rearing and family life and includes a monthly series entitled "As They Grow" written by child care experts, which focuses on children at specific ages (infants, toddlers, preschoolers, etc.).

Redbook

Ms. Betty Banning, Consumer Relations
Box 5242
Des Moines, IA 50340

12 issues/year
$6.95

Redbook carries two series of articles which are well worth reading: "Your Baby" by Dr. Benjamin Spock, and "Your Child" by Dr. T. Berry Brazelton. Both columns discuss basic child rearing and provide sound advice to the parent.

Voice For Children

Day Care and Child Development Council of America
805 15th St., N.W.
Washington, D.C. 20005

6 issues/year
$12.00

Voice focuses on issues of concern to day care providers, particularly those providers who receive federal funding. Recent articles include: "Why People Play" (January 1978), "When Day Care Works" (Vol. 11, No. 3), and "The Revision of FIDCR and What You Can Do" (Vol. 11, No. 4).

Young Children

The National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

6 issues/year
$12.00

This journal includes both practical and research articles for teachers of young children. Recent articles include: "Encouraging Helping Behavior" (September 1978), "A Beginner's Bibliography" (updated; November 1978), and "Father-Child Interaction Patterns and Self-Esteem in Black Children" (January 1979).

DID WE MISS YOUR FAVORITE?

We are planning another issue which will focus on sources for specific competency areas, such as Today's Health, Teaching Exceptional Children, and sources for multi-cultural information.

Let us know what other publications you find useful so they can be included in our newsletter listing.

Some notes about the CDA Bulletin

WHO receives the CDA Bulletin?

Head Start grantees, CDA training institutions, and others interested in CDA training. Copies are available upon request.

WHY is there a Bulletin?

To provide a resource for persons responsible for CDA training and the administration of CDA training programs.

WHAT does the Bulletin include?

Topics of interest to the persons receiving the Bulletin. Future issues are planned on topics such as 'Planning a Successful Workshop,' 'Teacher Centers,' 'Resources for Competency 5: Home/Center Coordination,' and 'Coordinating with Colleges and Universities.'

WHEN is the Bulletin produced?

Every 4 to 6 weeks. Issues focus on topics related to CDA training as well as resources related to the competency and functional areas.

WHERE is the Bulletin prepared?

At the CDA Services and Resources Center (located at the ERIC Clearinghouse on Early Childhood Education) in Urbana, Illinois.

PLEASE let us know how we can best meet your needs. If you have ideas, comments, or suggestions for the Bulletin, we would appreciate hearing from you.

OTHER SERVICES of the CDA Services and Resource Center include:

- .LOCATING RESOURCES related to CDA training (books, articles, multi-media materials, etc.) and providing ordering information
- .ANSWERING REQUESTS about CDA training and methods of training in the CDA competency areas
- .PREPARING AND DISTRIBUTING annotated bibliographies, descriptions of training programs, and these bulletins for trainers

If we can be of help to you, please contact us:

CDA Services and Resource Center
805 W. Pennsylvania Avenue
Urbana, IL 61801

(217) 333-1769 or 333-1386
Lela Jones, Project Manager

MOVING?

Please let us know your new address
so you won't miss the next issue.

FROM:

CDA Services and Resource Center
ERIC Clearinghouse on Early Childhood Education
805 W. Pennsylvania Ave.
Urbana, IL 61801

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CDA Bulletin

CDA Services and Resource Center
805 W. Pennsylvania Ave., Urbana, IL 61801
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portfolio help

The following documents may be helpful in guiding CDA trainees in the preparation of the portfolio for the Child Development Associate Consortuim's assessment process.

CDA Portfolio by Dr. Janet Beaty. 1978. Slide/tape presentation with program script. Order from: 3 to 5, P.O. Box 3213, Elmira, NY 14905. $55.00

This multi-media presentation explains the process of portfolio development to the CDA trainee. A hypothetical teacher aide explains how she developed her portfolio and how she chose examples to illustrate her competence in the functional areas.

Compiling a Portfolio by Angela King. 1976. 61 pages. Order from: Angela King, 852 E. Highland Ave., Redlands, CA 92373. $6.50

This book is a compilation of many thought-provoking questions which help the CDA trainee analyze what he or she does with children -- and why. Questions are listed for each of the 13 functional areas, along with sample pages and general information about protfolio development.

Guide to CDA Preparation and Assessment: Sample Portfolio Shell. 1977. 18 pages plus Portfolio Shell. Order from: Child Development Training Program, Bemidji State University, P.O. Box 132, Bemidji, MN 56601. $2.00, plus 20¢ postage.

This guide is a resource for CDA final assessment. The CDA Consortium's Credential Award System and the CDA training process are discussed. Sample forms are included in the Portfolio Shell.

Portfolio Preparation Workbook for CDA Candidates by the CDA Consortium. 1977. 18 pages. Order from: CDA Consortium; Suite 500, Southern Blgd.; 805 15th Street, NW; Washington, DC 20005. free

This pamphlet lists the CDA Consortium's requirements for the portfolio, as well as suggestions to help the trainee develop his or her portfolio.

Portfolio Sort by Ann Migliaro. 1977. Order from: Community Development Institute, 1615 California Street, Room 206, Denver, CO 80202. Single copies free upon request.

This set of cards, designed to be used in a variety of ways, is a useful tool for familiarizing CDA trainees with the competency and functional areas. Possible portfolio entries are included so that the trainee can gain practice matching activities to functional areas.

DO YOU KNOW of any other materials that trainees may find useful when compiling their portfolio? Or of any ideas to share with trainers?
We would be interested to know what you know, so we can share it with other trainers in future issues of this Bulletin.

CDA Bulletin: Double Issue

no. 2 Helping others learn to teach

no. 3 Portfolio Help

CDA Services and Resource Center is funded by the Administration for Children, Youth, and Families, Department of Health, Education, and Welfare.

Our purpose is to provide information about CDA training resources through our publications and by answering specific requests.

IF YOU HAVE A QUESTION ABOUT CDA TRAINING, please contact us.

FROM:
Lela Jones, Project Manager
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July 1979/No.5

CDA Bulletin

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Phone: 217-333-1769

Bilingual Bicultural Multicultural

BILINGUAL-BICULTURAL CDA TRAINING RESOURCES

The following resources were developed specifically for Child Development Associate training. Some of the materials are available from the program which developed them, others from the Head Start Bilingual/Multicultural Resource Centers; Administration for Children, Youth, and Families National Office; or in ERIC document collections. Addresses and information on how to obtain materials are listed on pages 3 and 4 of this Bulletin.

Analyzing Children's Books from a Chicano Perspective by O. Uribe and J. Martinez.
1975. 105 pages. Order from: Publications, Far West Laboratory for Educational Development, 1855 Folsom Street, San Francisco, CA 94103. $4.95 including postage.

Also available in ERIC collections in libraries or order from the ERIC Document Reproduction Service. Microfiche: 98¢ ; paper copy: $6.67 (both prices include postage). Order ED #129 458. *see note below (II)

Bilingual/Bicultural Child Development Associate Project.
1978. A set of 11 modules for training bilingual/bicultural CDA's developed by Metropolitan State College, Denver, Colorado. Available at Head Start Bilingual/Multicultural Resource Centers and at ACYF National Office.

Bilingual/Bicultural Child Development Associate Pilot Project Modules.
A set of 16 modules to be used to train bilingual/bicultural (Spanish-speaking) trainees. Developed by Our Lady of the Lake University, San Antonio, Texas. Available from Head Start Bilingual/Multicultural Resource Centers and at ACYF National Office. These will also be available in ERIC collections late summer 1979.

Bilingual/Bicultural Child Development Associate Trainer Program: Training Manual.
Developed by the Contracting Corporation of America, Denver, Colorado. Available from Head Start Bilingual/Multicultural Resource Centers and at ACYF National Office. This will also be available in ERIC collections late Summer 1979.

Bilingual/Bicultural Child Development Associate Training Program.
1978. Developed by Texas A and I University, Kingsville, Texas. A set of six modules for CDA trainees. Available from Head Start Bilingual/Multicultural Resource Centers and at ACYF National Office. This will also be available in ERIC Collections late summer 1979.

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*NOTE: A fuller description of these materials is included in the Descriptive Guide to CDA Training Materials available from CDA Services and Resource Center. The number (I) or (II) indicates the volume of the Guide in which the module was reviewed.

Cultural and Ethnic Variety in the Preschool by K. E. Nelson.
Contact: Bookstore, Forest Park Community College, 5600 Oakland Ave., St. Louis, Missouri 63110. A module for trainees which discusses Indian, Black, and Spanish-speaking cultural variety in the United States. Available as one of the set of 17 CDA modules from Forest Park Community College for $5.25 for the entire set, including postage. *see note at bottom of page one (I)

Developmental Language Activities by J. Duarte.
Contact: Dr. Beryle McKinnerney, El Paso Community College, El Paso, Texas 79904. A module for bilingual (Spanish-English) trainee. *see note at bottom of page one (II)

Ethnic Studies by E. B. Stokes.
1975. 46 pages. $3.00. Order from: Texas Southern University, Head Start Leadership Development Program, 3201 Wheeler Ave., Houston, Texas 77004. Cultural information about Blacks, Indians, and Mexican Americans. *see note at bottom of page one (I)

Indian Culture by P. Parthun.
1973. 75 pages. $3.00 plus 30¢ postage. Order from: Bemidji State University, Child Development Training Program, P.O. Box 132, Bemidji, Minnesota 56601. Two filmstrips and two audio cassettes also available. Each filmstrip is $12.00 plus $1.20 for postage, and the cassettes are $1.50 each plus 15¢ postage. *see note at bottom of page one (I)

A Model Curriculum for Preparation of Bilingual/Bicultural Trainers for Child Development Associates.
(three volumes): Part 1, Development; Part 2, Academics: Part 3, Field Supervisor Handbook. 1978. Developed by Texas Department of Community Affairs, Early Childhood Development Division, Austin, Texas.

Available from Head Start Bilingual/Multicultural Resource centers and at ACYF National Offices. These will also be available in ERIC collections in late summer 1979.

Selecting Children's Books with a Black Perspective by F. N. Lewis.
1975. 222 pages. Order from: Publications, Far West Laboratories for Educational Development, 1855 Folson Street, San Francisco, CA 94103. $7.95.

Also available in ERIC collections or order from ERIC Document Reproduction Service. Microfiche: 98¢ ; paper copy: $12.21 (both prices include postage). Order ED #129 457. *see note at bottom of page one (II)

CDA Services and Resource Center is funded by the Administration for Children, Youth, and Families, Department of Health, Education, and Welfare.

Our Purpose is to provide information about CDA training resources through our publications and by answering specific requests.

IF YOU HAVE A QUESTION ABOUT CDA TRAINING, please contact us.

We are also interested in learning about the CDA training materials which you use or know about. The materials we collect will be included in our CDA Collection and many will be cited in our Bulletins and Annotated Bibliographies.

Multicultural Resource Centers

The following list includes a variety of resource centers which produce materials or answer requests for information about multicultural education. Major areas of specialty are noted and publications are listed after the address.

BABEL. Bay Area Bilingual Education League Resource Center, 2168 Shattuck Ave., Second Floor, Berkley, California 94704. Spanish and Chinese resources. Newsletter.

Council for Interracial Books for Children, 1841 Broadway, New York, NY 10023. Reviews children's literature in their Bulletin eight times a year.

Dissemination and Assessment Center for Bilingual Bicultural Education, Educational Service Center, Region XIII, 7703 N. Lamar, Austin, Texas 78752. Primarily Spanish-English. Publishes CARTEL, a monthly annotated bibliography of bilingual-bicultural materials.

ERIC Clearinghouses

ERIC/Elementary and Early Childhood Education, College of Education, University of Illinois, Urbana, Illinois 61801. Answers questions, has free bilingual resource lists.

ERIC/Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent St., Arlington, VA 22209. Resources on languages (inc. Vietnamese).

ERIC/Reading and Communication Skills, 1111 Kenyon Road, Urbana, Illinios 61801. Some useful resources such as Intercultural Communication.

ERIC/Rural Education and Small Schools, New Mexico State University, Box 3AP, Las Cruces, New Mexico 88003. Native American and Migrant/Spanish resources. Newsletter and yearly annotated bibliography of ERIC documents about Indian and Migrant education.

ERIC/Urban and Minority Education, Teachers College, Box 40, Columbia University, 525 W. 120th St., New York, NY 10027. Resources such as Cultural Factors in Learning and Recent Trends in Bilingual Education.

Write the ERIC Clearinghouses you think will have information useful to you. Be sure to tell them whether the materials are to be used with adults or preschoolers.

Head Start Bilingual/Multicultural Resource Centers.
A network, consisting of four centers, has been established to assist Head Start grantees in developing bilingual programs. The centers are located at the following sites:

Region II
Head Start
Columbia University
Teachers College
525 West 120th Street
New York, N.Y. 10027
Dr. Iris Suterland, Director
(212) 678-3100

Region VI
Intercultural Development
Research Associates
5834 Callaghan - Suite III
San Antonio, Texas 78228
Ms. Yolanda Molina, Director
(515) 684-8180

Region VIII
Inter America Research Associates
910 16th Street - Suite 722
Denver, Colorado
Mr. Steve Del Costillo
(303) 534-1290

Region IX
Development Associates
693 Sutter Street - 3rd Floor
San Francisco, California 94102
Dr. Masako Tanaka, Director
(415) 776-0120

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BILINGUAL/BICULTURAL/MULTICULTURAL RESOURCE CENTERS, continued

Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th St., New York, NY 10016. The Center has over 100 bibliographies on the cultures of the world's nations, including many small countries and Southeast Asian countries.

National Clearinghouse for Bilingual Education, 1500 Wilson Blvd., Suite 802, Roslyn, VA 22209. Toll free phone: 800-336-4560. A variety of resources, including their newsletter Forum. They also operate two field offices:

NCBE Native American Field Office
407 Rio Grande, N.W.
Albuquerque, NM 87103

NCBE Asian American Field Office
530 Oak Grove Avenue, Suite 107
Menlo Park, CA 94025

ACYF NATIONAL OFFICE. Some of the materials listed on pages 1 and 2 are available from: Soledad Arenas, ACYF/DHEW, P.O. Box 1182, Washington, DC 20013.

ERIC DOCUMENT REPRODUCTION SERVICE, Computer Microfilm International, P.O. Box 190, Arlington, VA 22210.
Order documents by ED number, specifying whether you want paper copy or microfiche (a film card containing up to 96 pages of text). Prices are subject to change. ALSO CHECK YOUR LIBRARY to find out if they have the ERIC Document Collection; copies of documents in the ERIC Collection may be read at the library.

* * *

FROM:
Lela Jones, Project Manager
CDA Services and Resource Center
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CDA MATERIALS IN THE ERIC SYSTEM

A bibliography of CDA materials which are available through the ERIC system. ERIC (Educational Resources Information Center) is a national information system on education funded by the National Institute of Education. The bibliography consists of two parts:

CDA Training Materials in ERIC

CDA Related Materials in ERIC

ERIC documents are available on microfiche in more than 675 libraries and other institutions in the U.S. and other countries. Contact the CDA Resource Center for a list of ERIC document collections in your state.

ERIC documents may also be ordered in microfiche or paper copy from the ERIC Document Reproduction Service in Arlington, Virginia. Order information is listed at the end of this bibliography.

For more information on CDA training materials or the ERIC system, contact the CDA Resource Center.

CDA Resource Center
College of Education
University of Illinois
1310 S. Sixth St.
Champaign, IL 61801
(217) 333-1769

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CDA TRAINING MATERIALS IN ERIC

Preschool Curriculum: A Child Centered Curriculum of Concepts and Activities Including All of the CDA Functional Areas - Bilingual and Home Activities. Cunningham, Dorothy, Comp. ED 175 548, 310 p., June 1979.

Arizona HSST/CDA Competency Based Training Modules. Arizona/Nevada Child Development Associates, Pinal County Community College District, Coolidge, Arizona. 1978. 29 modules. ED numbers, authors, and pages are listed below. Also available from: Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247, $0.33 per module.

> The Preschool Child's Total Learning Environment: Module #1. Susan Pintchovski and Stefanie Workman, ED 180 616, 33 p.
>
> Health and Safety: Module #2. Ann Migliaro, ED 180 617, 28 p.
>
> Planned Arrangements and Schedules: Module #3. Ann Migliaro, ED 180 618, 25 p.
>
> Cooperative Planning: Module #4. Barbara Emmons, ED 180 621, 14 p.
>
> Guidance Principles for Encouraging Self-Discipline: Module #5. Barbara Emmons, ED 180 622, 31 p.
>
> Large and Small Group Activities: Module #6. Ann Migliaro, ED 180 619, 15 p.
>
> Collecting, Organizing, and Using Teaching Aids: Module #7. Barbara Emmons, ED 180 620, 16 p.
>
> Techniques for Observing Children: Module #8. Patricia Graves, ED 180 623, 32 p.
>
> Establishing Relationships with Parents to Facilitate Communications: Module #10. Cheryl Foster, ED 180 624, 24 p.
>
> Understanding Parents' Values for Their Children, and Recognizing the Family as a Prime Educator: Module #11. Cheryl Foster, ED 180 625, 16 p.
>
> The Early Childhood Program and the Community: Module #12. Cheryl Foster, ED 180 626, 13 p.
>
> Fostering Communication and Language Skills in the Early Childhood Setting: Module # 13. Patricia Graves, ED 180 627, 34 p.
>
> Nutrition in the Early Childhood Setting: Module #15. Ann Terrell, ED 180 628, 57 p.

Arizona HSST/CDA Competency Based Training Modules. (continued)

Sciencing and Discovery: Module #16. Stefanie Workman and Susan Pintchovski, ED 180 629, 67 p.

Enhancing Questioning and Problem-Solving Abilities: Module #17. Ann Migliaro, ED 180 630, 21 p.

Blocks in the Early Childhood Program: Module #18. Cheryl Foster, ED 180 631, 24 p.

Enhancing a Positive Self-Concept: Module #20. Barbara Emmons, ED 180 632, 24 p.

Providing for Individual Differences: Module #21. Margaret Roberts, ED 180 634, 46 p.

Encouraging the Open Expression of Feelings: Module #22. Cheryl Foster, ED 180 633, 29 p.

Music and Creative Movement: Module #23. Carolyn Brownrigg, ED 180 635, 24 p.

Creative Media: Module #25 (Revised and with New Material). Patricia Graves and Ann Migliaro, ED 180 636, 21 p.

Large Muscle Development: Module #26. Cheryl Foster, ED 180 637, 56 p.

Woodworking: Module #30. Nina Brannen, ED 180 638, 15 p.

Sewing: Module # 31. Ann Migliaro, ED 180 639, 15 p.

Clay: Module # 32. Cheryl Foster, ED 180 640, 15 p.

Participating in Program Evaluation: Module #34. Ann Eddowes, ED 180 641, 15 p.

Management Functions, for the Early Childhood Classroom Teacher: Module #35. Anne Eddowes, ED 180 642, 15 p.

Understanding How Children Learn: Module #36. Patricia Graves, ED 180 643, 41 p.

Literature for Preschool Children: Module #37. Carolyn Brownrigg, ED 180 644, 24 p.

Bilingual/Bicultural Child Development Associate Pilot Project. Our Lady of the Lake University, San Antonio, Texas. 1978.16 modules. ED numbers, authors, and pages are listed below. Available in microfiche only through ERIC. Available in paper copy from: Dr. John Sullivan Dept. of Education, Our Lady of the Lake Univ., 411 S.W. 24th St., San Antonio, TX 78285.

Bilingual/Bicultural Child Development Associate Pilot Project. (continued)

Learning to Observe Young Children in a Bilingual-Multicultural Environment. Module I. Joyce H. Coleman, ED 171 369, 70 p.

Getting to Know and Like Myself Better. Student's Guide. Module II. Yolanda R. Molina, ED 171 370, 90 p.

Planning Effectively for Young Children in a Bilingual-Multicultural Environment. Module III. Joyce H. Coleman, ED 171 371, 93 p.

Creating a Bilingual-Bicultural Learning Environment for Young Children. Module IV. Emma Munquia, ED 171 372, 137 p.

Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment. Module V. Joyce H. Coleman, ED 171 373, 48 p.

Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. Module VI. Joyce H. Coleman, ED 171 374, 38 p.

Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment. Module VII. Joyce H. Coleman, ED 171 375, 45 p.

Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Module VIII. Joyce H. Coleman, ED 170035, 71 p.

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Module IX. Joyce H. Coleman, ED 170 036, 38 p.

Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Module X. Joyce H. Coleman and Others, ED 170 037, 51 p.

Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Module XI. Joyce H. Coleman, ED 170 038, 56 p.

Juegos-Cuentos-Cantos-Y-Rimas. Guia XII. (Games-Stories-Songs-And Rhymes. Guide XII.) Margarita de Celis, ED 170 039, 75 p.

Artesanias Mexico-Americanas. Guia XIII. (Arts and Crafts of Mexico and the Americas. Guide XIII.) Margarita de Celis, ED 170 040, 50 p.

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Module XIV. Teresa R. Smith, ED 170 041, 53 p.

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Module XV. Joyce H. Coleman, ED 170 042, 106 p.

Helping Young Children Develop a Positive Self-Concept. Module XVI. Joyce H. Coleman and Others, ED 170 043, 44 p.

Texas A & I University Child Development Associate Training Materials. Texas A & I University, Kingsville, Texas. 1978. 6 modules. ED numbers, authors, and pages are listed below.

Book A. Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment. ED 167 284, 128 p.

Book B. Competency B: Advancing Physical and Intellectual Competence in Young Children. ED 167 285, 252 p.

Book C. Competency C: Building Positive Self-Concept and Individual Strength in Young Children. ED 167 286, 53 p.

Book D. Competency D: Promoting Positive Functioning of Children and Adults in a Group Environment. ED 167 287, 58 p.

Book E. Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations. ED167 288, 31 p.

Book F. Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Program. ED 167 289, 25 p.

Bilingual Bicultural Child Development Associate Training Program: A Competency Based Training Program for Preschool Child Care Givers. Introduction. ED 167 283, 35 p.

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development. Oct 1978. 3 parts. ED numbers and pages are listed below.

Part 1: Development. ED 167 271, 112 p.

Part 2: Academics. ED 167 272, 376 p.

Part 3: Field Supervisor Handbook. ED 167 273, 154 p.

Child Development Associate Training Program. Philadelphia Community College, Philadelphia School District, and Research for Better Schools Inc., Philadelphia, Pa. 1976. 20 modules. Available in microfiche only through ERIC; ED numbers and pages are listed below. Available in paper copy from: Research for Better Schools, Inc., 444 N. Third St., Philadelphia, PA 19123. All 7 units $161.50; Unit I $26.25.

Unit I: Health and Safety in the Classroom.
  Module 1: Planning the Physical Environment of the Classroom. ED 180 645, 64 p.
  Module 2: Selecting and Maintaining Equipment and Materials. ED 180 646, 12 p.

Child Development Associate Training Program. (continued)

UNIT I: Health and Safety in the Classroom.
- Module 3: Handling Emergencies in the Classroom. ED 180 647, 48 p.
- Module 4: Nutrition for Young Children. ED 180 648, 57 p.
- Module 5: Working with Special Children. ED 180 649, 75 p.

UNIT II: Personal and Social Development of Young Children.
- Module 1: Personal and Social Development of Young Children. ED 180 650, 268 p.
- Module 2: Planning Curriculum for the Personal Development of Young Children. ED 180 651, 135 p.
- Module 3: Planning Curriculum for the Personal Development of Young Children. ED 180 652, 119 p.
- Module 4: Planning Curriculum for the Social Development of Young Children, ED 180 653, 93 p.
- Module 5: Social-Interpersonal Skills. ED 180 654, 190 p.

UNIT III: Development of Cognitive Skills in Young Children.
- Module 1: Language Arts Development with Young Children. Unit Overview. ED 180 655, 210 p.
- Module 2: Beginning Special Studies Development with Young Children. ED 180 656, 150 p.
- Module 3: Beginning Science Development with Young Children. ED 180 657, 138 p.
- Module 4: Beginning Math Development with Young Children. ED 180 658, 205 p.

UNIT IV: Motor Development in Young Children.
- Module 1: Fostering the Development of Gross Motor Skills in Young Children. Unit Overview. ED 180 659, 106 p.
- Module 2: Fostering the Development of Fine Motor Skills in Young Children. ED 180 660, 96 p.

UNIT V: Expressive Experiences for Young Children.
- Module 1: Exposing, Appreciating and Communicating Through Expressive Experiences for Young Children. Unit Overview. ED 180 661, 149 p.

UNIT VI: Implementing a Preschool Program.
- Module 1: Managing a Preschool Classroom. Unit Overview. ED 180 662, 111 p.
- Module 2: Staff, Home, and Community Relations. ED 180 663, 74 p.

UNIT VII: The Child Development Associate in Early Childhood Education.
- Module 1: Understanding What is Being a Professional Child Development Associate. Unit Overview. ED 180 664, 38 p.

The Flexible Learning System. Far West Lab. for Educational Research and Development, San Francisco, Calif. 1973-75. Available in microfiche only in ERIC. ED numbers, authors, and pages are listed below. Available in paper copy from: Far West Laboratory for Education Research and Development, 1855 Folsom St., San Francisco, CA 94103.

Introduction to Early Childhood Education: Analyzing Models to Develop a Personal Program. Judith Johns Hubner and Marlene Cresci, ED 129 451, 106 p. 1975.

Arranging the Classroom for Children. Keith R. Alward, ED 129 452, 227 p. 1973.

Managing the Preschool Classroom (Preschool - Third Grade). Judy Brown, ED 129 453, 85 p. 1975.

Problem Solving with Children. Joanne Yinger and Ruth Eckland, ED 129 454, 103 p. 1975.

Helping Children Develop Healthy Self-Concepts (Preschool - Third Grade). Natividad DeAnda, ED 129 455, 204 p. 1975.

Communicating and Working with Parents. Angela B. Garcia and Others, ED 129 456, 178 p. 1975.

Selecting Children's Books with a Black Perspective (Preschool - Third Grade). Francione N. Lewis, ED 129 457, 222 p. 1975.

Analyzing Children's Books from a Chicano Perspective. Oscar Uribe, Jr. and Joseph S. Martinez, ED 129 458, 105 p., 1975.

Enriching Literature Experiences of Children. JoEllyn Taylor, ED 129 459, 174 p. 1975.

Teaching Children to Integrate Language Experiences (Preschool - Third Grade). Margot S. Biestman, ED 129 460, 190 p. 1975.

Understanding Children's Play Through Observation. Judy Brown, ED 129 641, 74 p. 1974.

Using Toys and Games with Children. Glen Nimnicht and Others, ED 129 462, 245 p. 1975.

Developing Children's Sense Perception (Preschool - Third Grade). Bethanie L. Gilbert and William F. Finzer, ED 129 463, 103 p. 1975.

Exploring Children's Thinking. Part 1: The Development of Classification (Preschool - Third Grade). Keith R. Alward, ED 129 464, 177 p. 1975.

Exploring Children's Thinking. Part 2: The Development of Order Relations; Seriation (Preschool - Third Grade). Keith R. Alward, ED 129 465, 178 p. 1975.

Exploring Children's Thinking. Part 3: The Development of Quantitative Relations; Conservation (Preschool - Third Grade). Keith R. Alward and Geoffrey B. Saxe, ED 129 466, 86 p. 1975.

Working with Children's Concepts (Preschool - Third Grade). Keith R. Alward, ED 129 467, 133 p. 1975.

Child Development Associate. Eastern Oklahoma State College, Oklahoma Child Development Associate Policy Advisory Council, and Oscar Rose Junior College, Oklahoma. 1976. 18 modules. ED numbers and pages are listed below.

Program Planning. ED 186 133, 111 p.
Play is Everything. ED 186 134, 74 p.
Social Science: Children in the Cosmos. ED 186 135, 68 p.
Safety for Young Children. ED 186 136, 72 p.
Bicentennial Language. ED 186 137, 169 p.
Musicology. ED 186 138, 63 p.
New Dimensions in Art. ED 186 139, 82 p.
Nutrition for Young Children. ED 186 140, 118 p.
Parent/Teacher Community Relations. ED 186 141, 93 p.
Conceptual Science: From Atoms to Galaxies. ED 186 142, 82 p.
Health for Young Children. ED 186 143, 87 p.
Mathematics: Beyond Fingers and Toes. ED 186 144, 72 p.
Learning Centers. ED 186 145, 52 p.
Administration for Early Childhood Programs. ED 186 146, 91 p.
Behavior and Guidance. ED 186 147, 127 p.
Body Skills Development. ED 186 148, 65 p.
Child Growth and Development. ED 186 149, 157 p.
Children with Special Needs. ED 186 150, 74 p.

Nutrition Training Guide for Classroom Personnel in Head Start Programs. Office of Child Development and Office of Human Development (DHEW), Wahsington, D.C. ED 135 497, 88 p. 1976.

Child Development Associate Training Materials. Child Development Associate Training Program, Fall River, Mass. ED 127 004, 171 p. 1976.

An Introduction to Self Concept. Learning Package 1. Robert Naegler and Rosalie Anderson, Minnesota Child Development Training Program, Bemidji State Univ. ED 162 723, 77 p. 1976. Available only in microfiche.

Psychology: Development of the Young Child. Learning Package 2. Joan Lee and Others, Minnesorta Child Development Training Program, Bemidji State Univ. ED 162 724, 42 p. 1975. Available only in microfiche.

The Family: Development of Self in Children. Learning Package 3. Stephen C. Anderson and Lyle C. Lauber, Minnesota Child Development Training Program, Bemidji State Univ. ED 162 725, 93 p. 1976. Available only in microfiche.

Self Concept Development and the Teacher-Child Relationship. Learning Package 4. Dan Gartrell, Minnesota Child Development Training Program, Bemidji State Univ. ED 162 726, 63 p. 1975. Available only in microfiche.

Early Childhood/CDA Learning Modules: A Competency-Based Training Program for Classroom Personnel in Preschool Programs. Janice J. Beaty, ED 167 253, 145 p. 1974.

CDA RELATED DOCUMENTS IN ERIC

Overview of Four Bilingual-Bicultural CDA Training Programs and Two Bilingual Bicultural CDA Trainer Programs. Kenneth A. Martinez, InterAmerica Research Associates, ED 182 028, 120 p., 1979.

Resources for Child Development Associate Training: An Annotated Bibliography. (Spring 1979). CDA Services and Resource Center, Urbana, IL., ED 171 433, 19 p., 1979.

Directory of Educational Programs for Adults Who Work With Children. Dianne Rothenberg, Comp., ED 170 021, 104 p., March 1979.

Also available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($3.00 plus $0.30 postage).

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training. Ann Gilman and Diane Signatur, Kirschner (E.J.) and Associates, Washington, D.C.

Volume I: Executive Summary - National Survey. ED 164 099, 37 p., Aug. 1978.

Volume II: Final Report - National Survey. ED 164 100, 91 p., Aug. 1978.

Volume III: Appendix - National Survey. ED 164 101, 117 p., Aug. 1978.

Volume IV: Case Studies of Eight HSST/CDA Training Programs. ED 164 140, 83 p., Dec. 1978

Parents Ask...C.D.A. Answers: A Handbook with Some Answers to Questions About the CDA Assessment Process. Child Development Associate Consortium, Inc., ED 164 143, 27 p., Oct. 1978.

Head Start Supplementary Training/Child Development Associate Program: Workshop II. A Report of a National Conference (San Antonio, Texas, May 17-19, 1978). University Research Corp., ED 184 677, 91 p., Sept. 1978.

CDA Training Handbook for CDA Area Workshop on Training of Trainers, University Research Corp., ED 165 894, 112 p., 1978.

CDA Pilot Projects: Innovations in Training. Leroy Jones and Others, University Research Corp., ED 164 120, 165 p., 1978.

Annotated Bibliography of CDA Curriculum Materials (Volume I, No. 1). Administration for Children, Youth, and Families (DHEW), ED 164 118, 52 p., 1978.

CDA Abstracts: Methods of Implementing CDA Training. CDA Clearinghouse, University Research Corp., ED 162 744, 27 p., 1978.

Bilingual/Bicultural Preschool Projects Conference (San Antonio, Texas, November 15-18, 1977). Conference Proceedings. Contracting Corp. of America, ED 168 688, 200 p. Nov. 1977.

A Descriptive Guide to CDA Training Materials. Volume II. Trudy M. Hamby and Others, University Research Corp., ED 162 717, 322 p., July 1977.

Report on the Child Devlopment Associate Consortium's Award System: Development and First Year Evaluation. Executive Summary. Child Development Associate Consortium, Inc., ED 129 425, 57 p. Sept. 1976.

Documentation Report of the Child Development Associate Pilot Project at Bemidji State University. Minnesota Child Development Training Program, Bemidji State Univ., ED 162 722, 110 p. June 1976.

A Descriptive Guide to CDA Training Materials. Trudy M. Hamby and Leroy Jones, University Research Corp., ED 144 697, 277 p. June 1976.

A Handful of Ideas. Office of Early Childhood Development, Texas State Dept. of Community Affairs, ED 138 367, 69 p. June 1976.

Forest Park Pilot Project.Child Development Associate Training Project Final Documentation Report. Saint Louis Community Coll. at Forest Park, Mo., ED 174 350, 47 p., 1976.

Traveling Toward Competence: The California State College Child Development Associate Project. California State Coll., Pa.

    Booklet I: A Pilot Effort. Dorothy Muirhead Campbell and Barbara Ilene Reed, ED 138 359, 20 p., 1976.

    Booklet II: A Problem-Solving Approach. Dorothy Muirhead Campbell ED 138 360, 28 p., 1976.

    Booklet III: Documentation and Assessment of Competence -- A Personalized Approach. Dorothy Muirhead Campbell and Others, ED 138 361, 34 p., 1976.

    Booklet IV: Training the Trainers. Dorothy Muirhead Campbell, ED 138 362, 32 p., 1976.

Competency Assessment Procedures for Training and Certifying the Child Development Associate. Joy M. Menne and Others, ED 133 054, 9 p., 1976.

The Child Development Associate Credential and the Credential Award System. Child Development Associate Consortium, Inc., ED 130 748, 16 p., 1976.

Validation Guide for Field Testing Texas Child Development Associate (CDA) Instructional Materials. Caroline E. Carroll, Office of Early Childhood Development, Texas State Dept. of Community Affairs, Austin, ED 119 814, 78 p., July 1975.

Colloquy of Asian Americans: A Report. Child development Associate Consortium, Inc., ED 118 250, 59 p., Feb. 1975.

The CDA Assessment System. Part I - Procedures: Part II - Criteria (Organizers). Experimental Edition. Child Development Associate Consortium, Inc., ED 119 845, 32 p., Jan. 1975.

Day Care and the CDA; 1974: A Position Paper. Child Development Associate Consortium, Inc., ED 118 251, 13 p., Jan. 1975.

Developing Learning Modules for Child Development Associate Training: A Guide. Dennis Ackley, High/Scope Educational Research Foundation, Ypsilanti, Mich., ED 140 969, 54 p., 1975.

What Has CDA Accomplished for a Head Start Supplementary Training Program? Nancy L. Quisenberry, Southern Illinois Univ., Carbondale, ED 122 941, 8 p., 1975.

Some Learning Resources in Use by CDA Programs. Thelma Valenstein and Martha Miller, High/Scope Educational Research Foundation, Ypsilanti, Mich., ED 142 279, 68 p., 1975.

The Identification of Competencies for Child Development Associates Working with Chicano Children. Final Report. Gustavo Gonzalez, Child Development Associate Consortium, Inc., ED 118 231, 149 p., Dec. 1974.

HSST/CDA Trainee Handbook. Southern Illinois Univ., Carbondale, ED 119 810 169 p., Oct. 1974.

Collaborative Assessment: A Position. Child Development Associate Consortium, Inc., ED 110 910, 10 p., Aug. 1974.

Assessing CDA Competencies Through Videotape Recording. Jeff Brigham, Boise State Univ., Idaho State Univ., Pacatello, Coll. of Education, ED 178 210, 49 p., 1974.

Becoming a Child Development Associate: A Guide for Trainees. Fran Litman and Others, ED 110 169, 28 p., 1974.

CDA Developmental Instruments: An Assessment into Competencies and Skills Needed by CDA's Working with Pre-School Mexican-American Children. Max Castillo, ED 121 462, 49 p., Sept. 1973.

The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 1 Final Report. National Planning Association. ED 097 115, 241 p., Sept. 1973.

The Child Development Associate Policy Planning and Programming: Strategies and Alternatives. Volume 2 Final Report. National Planning Association. ED 097 116, 223 p., Sept. 1973.

Bilingual Children: A Resource Document. Papers in Applied Linguistics. Bilingual Education Series: 2. Muriel Saville-Troike, Center for Applied Linguistics, Sponsoring Agency: Child Development Associate Consortium, Inc., ED 102 867, 157 p., Aug. 1973. Available in microfiche only.

Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium Inc. Muriel Saville-Troike, Center for Applied Linguistics, ED 082 584, 153 p., Aug. 1973.

A Review of the Child Development Associate Training Projects: National and Texas and Competency-Based Training. Nancy Cook, ED 089 840, 32 p., May 1973.

The Child Development Associate: What We Are Learning in Texas. Caroline E. Carroll, ED 086 326, 19 p., May 1973.

An Assessment of the Child Development Associate Competencies. Florence Butler and Others, ED 078 965, 58 p., May 1973.

Child Development Associate Training Guide. Office of Child Development (DHEW) Washington, D.C., ED 077 582, 96 p., April 1973.

Report on the Black Colloquy. Child Development Associate Consortium, Inc., ED 118 252, 64 p., Feb. 1973.

Report on Native American Assessment Colloquy (Alburquerque, New Mexico, February 26-27, 1973). Summary. Della C. Warrior, Child Development Associate Consortium, Inc., ED 085 103, 99 p., Feb. 1973.

A Pilot Program for the Child Development Associate Degree. Robert Fontenot, ED 095 188, 5 p., 1973.

The Development of Competence and the Child Development Team: A Program Proposal. Joseph P. Cardillo, New Mexico Univ., Albuquerque, School of Medicine, ED 077 594, 4 p., Nov. 1972.

Guidelines for CDA Training Programs. Child Development Associate Consortium, Inc., ED 086 328, 19 p. Aug. 1972.

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RESOURCES FOR CHILD DEVELOPMENT ASSOCIATE TRAINING

AN ANNOTATED BIBLIOGRAPHY

(Spring 1979)

The CDA program is a national effort embodying a new concept for training, assessing, and credentialing child care staff. This program was initiated by the Administration for Children, Youth, and Families, Office of Human Development Services, Department of Health, Education and Welfare, to create a new category of professional child care workers. The basic goal of the CDA program is to up-grade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of the classroom staff.

The aim of CDA training is to help trainees incorporate the CDA competencies into their everyday behavior and thus become competent child care-givers in center-based programs for preschool children. CDA training is a process of professional self-development in which both trainee and trainer work together to help the trainee master the CDA competencies. CDA training is characterized by the following:

.it is based upon the acquisition of a set of specified competencies for child care staff working in center-based preschool programs.
.it is organized so that academic and field work are an integrated set of experiences. A minimum of 50 percent of the trainee's total training time is spent in supervised field work.
.it is individualized according to each trainee's strengths and needs with respect to the CDA competencies.
.it is flexibly scheduled so that the length of the training program depends upon the trainee's acquisition of the CDA competencies.

For more information about the Child Development Associate Program please contact:

Jenni W. Klein, Director
Educational Services Branch
Development and Planning Division
Head Start Bureau
Administration for Children, Youth,
and Families
P.O. Box 1182
Washington, D.C. 20013

For more information about the CDA Credential Award System please contact:

Child Development Associate Consortium
805 15th Street, N.W.
Suite 500
Washington, D.C. 20005

For information about training materials please contact:

Lela Jones, Project Manager
CDA Services & Resource Center
805 W. Pennsylvania Ave.
Urbana, IL. 61801
(217) 333-1769

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INTRODUCTION

The CDA Training, Retrieval, Dissemination and Utilization Project is collecting materials appropriate for use in CDA training and will be disseminating information about these resources to Head Start programs, CDA training institutions and individuals interested in CDA training.

The materials listed in this bibliography are some of the many useful resources which were published between 1976 and 1978. Materials are listed under the most appropriate competency and functional area in the expectation that trainers and advisors will use the same materials in other competencies and functional areas whenever suitable. Materials which are part of a series are listed in a separate section after the other materials to avoid repetition.

Please order all materials from the publishers listed with the citations. They are not available from the CDA Retrieval & Dissemination Project.

TRAINING

Adult Education Teaching Techniques by Donald F. Seaman. ERIC Clearinghouse on Career Education, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio. 1977. 48 pp. $3.80.

> Discusses twenty-three techniques for teaching adults (e.g., case study, field trips, individualized instruction, role-playing, etc.) and includes an extensive list of references. Advantages and disadvantages of each method are analyzed.

CDA Pilot Projects: Innovations in Training developed by Leroi Jones, Trudy Hamby, and Sarah Hardy. Available from: CDA Services and Resource Center, 805 W. Pennsylvania Ave., Urbana, IL. 61801. 1978. 154 pp. Free.

> A description and analysis of the 13 original pilot CDA training projects, including sections on administration, curriculum development and implementation, and the impact of the innovations.

A Festival of Films. National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009. 1978. 52 pp. $1.75.

> Descriptions of selected films for children, teachers, parents, and child advocates, complete with a directory of distributors.

"Programmed Piaget", Learning, Odvard Egil Dyrli, October 1976, Vol. 5, No. 2, pp. 78-86.

> A series of programmed exercises designed to help teachers develop the skills necessary to incorporate Piaget's concepts of child intellectual development into effective classroom use.

COMPETENCY 1: ESTABLISHES AND MAINTAINS
A SAFE AND HEALTHY LEARNING
ENVIRONMENT

Safety

AAA Early Childhood Traffic Education Series. Available from Local American Automobile Associations Offices. A box of 20 sets for $7.95 plus shipping.

A series of five booklets on traffic safety for children ages 2 1/2 to 6 years old, each with a two-page introduction for adults. Booklet 1 is a guide to the series.

A Child-Centered Playground Safety Curriculum Approach by The Consumer Product Safety Commission. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1977. 12 pp. 80¢ each, or $3.75 for 25 copies.

An easy-to-read booklet of concepts and activities for children related to playground safety. Useful for stimulating trainee to consider safety factors on the playground.

Health

A Sigh of Relief, produced by Martin I. Green. Bantam Books, Inc., 666 Fifth Ave., New York, N.Y. 10019. 1977. 200 pp. $9.95.

Clear instructions (accompanied by drawings illustrating step-by-step procedures) for treating childhood injuries and illnesses. Covers prevention and drug identification also. Useful as classroom resource as well as in training staff.

The Taming of the C.A.N.D.Y. Monster by Vicki Lansky. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, Minnesota 55391. 1977. 154 pp. $3.95.

A book of 200 recipes with an emphasis on nutritious alternatives to junk food. Includes some basic information about nutrition. Can be used for staff and parent training, as well as in the classroom.

Environment

Development of a Play Environment. Publications/Distribution Division, Texas Education Agency, 201 E. 11th St., Austin, Texas 78701. 1978. 16 pp. Free.

Booklet illustrated with over 35 photographs of children on various types of playground equipment. Includes information about choices of equipment and children's play.

Dimensions of Teaching-Learning Environments by Elizabeth Jones. Pacific Oaks College and Children's School, 714 W. California Blvd., Pasadena, CA. 91105. 1977. (third printing) 60 pp. $5.00.

An in-depth analysis of a variety of teaching styles with practical examples of the concepts presented and some photographs. Most useful for trainers and supervisors.

Free and Inexpensive Materials for Pre-School and Early Childhood by Robert Monahan. Fearon Publishers, 6 Davis Drive, Belmont, CA. 94002. 1977. (second edition) 118 pp. $4.50.

Information about types of materials is organized by category including: "Animals and Pets", "Career Education", "Health", "Language Development", "Parent Education", "Reading", and others. Information on how to order is included.

Planning Environments for Young Children: Physical Space by Sybil Kritchevsky and Elizabeth Prescott, with Lee Walling. 1977 (second edition) 56 pp. $1.75. NAEYC.

A book for teachers which shows how space and the arrangement of equipment can invite the participation of the children. Includes illustrations and a technique to analyze the program's physical environment. Useful in the integration of academic and field experiences.

COMPETENCY 2: ADVANCING PHYSICAL & INTELLECTUAL COMPETENCE

Physical

"Focus on Movement: Practice and Theory" by Arline Kahn Julius. Young Children, November, 1978, Vol. 34, No. 1, pp. 19-26.

> An analysis of theory and research about movement in the preschool, with a section on the role of the teacher. Emphasizes the difference between adult's perceptions and children's perceptions of movement activities.

T.S.K.H.* (*Tickle Snug Kiss Hug) by Betty May. Paulist Press, 545 Island Rd., Ramsey, N.J. 07446. 1977. 226 pp. $6.95.

> An illustrated book of exercises for adults and children to do together. The emphasis is on positive communication between adults and children, especially the sharing of fun and laughter through play.

Cognitive

Child's Play by Lynda Madaras. Peace Press, 3828 Willat Ave., Culver City, California 90230. 1977. 162 pp. $6.95.

> A book of unusual activities for children (e.g., photography, insect zoos, adventure playgrounds) delightfully illustrated with children's drawings.

Ready, Set, Go! by Coleen Kent Menlove. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. 1978. 244 pp. $4.95.

> An activity book for teachers and parents of preschoolers. Covers the characteristics of young children and basic theories of learning, as well as specific activities. Some of the areas covered are: communication skills, creative expression, the role of play, social studies, science, and math.

While You're At It: 200 Ways to Help Children Learn. Board of Cooperative Educational Services of Nassau County. Reston Publishing Co., Inc., Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. 1976. $9.95.

Simple, easy-to-follow directions for games and activities preschool children can enjoy while their parents or teachers go about everyday tasks.

Workjobs II Number Activities for Early Childhood by Mary Barratta-Lorton. Addison-Wesley Publishing Co., Innovative Division, 2725 Sand Hill Road, Menlo Park, CA. 94025. 1979. 153 pp.

Clear instructions with photographs for making math games and activities. More extensive discussion of presentation of activities than in the original Workjobs. Includes an illustrated glossary of materials needed to make the activities.

Language

"Connecting Words with Real Ideas" by Magdalene Cawley. Young Children, January, 1978, Vol. 33, No. 2, pp. 20-25.

Examples of children's use of language and its connection to ideas during preschool activities.

"Language Development: It's Much More Than a Kit" by Patricia Hutinger. Day Care and Early Education, Spring, 1978, Vol. 5, No. 3, pp. 44-47.

A practical discussion of language development in the preschool classroom with numerous examples of child-teacher interaction and suggestions for experiences to enhance language development.

Literature and Young Children edited by Bernice Cullinan and Carolyn Carmichael. National Council of Teachers of English, 111 Kenyon Rd., Urbana, IL. 61801. 1977. 180 pp. $7.95.

Includes chapters on books in the life of the young child, encouraging language growth, avoiding sex and racial stereotypes, and others. Lists of children's books are included.

Handbook for Storytellers by Caroline Feller Bauser. American Library Association, 60 E. Huron, Chicago, Ill. 60611. 1977. 400 pp. $15.00.

Suggestions on how to tell stories to children, young adults and adults: finding source material, preparing the story, using films, flannelboard, music, puppetry to dramatize the story, etc. Good source book for trainers.

Creative

Art for the Preprimary Child edited by Hilda Present Lewis. National Art Education Association, 1916 Association Drive, Reston, VA. 22091. 1977. 127 pp. $5.50 prepaid.

A resource for trainers & advisors containing 8 articles on such topics as "Research on the Art of Young Children", "The Role of the Teacher", and "Art in Children's Learning".

"Awakening the Artist: Music for Young Children" by Dorothy McDonald with John Ramsey. Young Children, January, 1978, Vol. 33, No. 2, pp. 26-32.

An introduction to listening, singing & moving with infants and young children with identification of how the children learn. Includes extensive references.

Mud, Sand & Water by Dorothy M. Hill. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. 1977. 38 pp. $2.00.

Emphasizes the importance of opportunities for young children to use these play materials -- not always tidy but essential for total healthy development. Includes curriculum ideas. Illustrated with photographs of children at play.

COMPETENCY 3: BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

Books to Help Children Cope with Separation and Loss by Joanne E. Bernstein. R. R. Bowker Co., 1180 Ave. of the Americas, New York, N.Y. 10036. 1977. $13.95.

> An annotated list of 438 children's books plus a discussion of children's concepts of separation, suggestions on how to use books to help grieving children, and a list of resources for adults.

Caring: Supporting Children's Growth by Rita M. Warren. National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. 1977. 47 pp. $2.00.

> A practical, humanistic approach for teachers to help children as they struggle with the arduous and gratifying tasks of growing up. Includes chapters on accepting children and parents, self-esteem, handling harsh realities, separation, and helping children grow.

Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes. Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016. 1976. $1.00 plus 10¢ postage and handling.

> Articles and bibliographies to help the teacher recognize and change sterotypic sex role play and provide a non-sexist curriculum.

"A Preschooler's Human Relations Course" by Rosemary Thielke. Day Care and Early Education, Vol. 5, No. 3; Spring, 1978, pp. 21-23.

> Suggestions for helping children learn respect for themselves and for others.

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents by Jack Canfield and Harold C. Wells. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. 1976. 254 pp. $6.50.

> Suggestions to help those who work with people in groups create supportive learning environments. Techniques include group discussions and games, dialogues, body awareness exercises and creative thinking and writing experiences.

"SUCCESS: A Parent Effectiveness Approach for Developing Urban Children's Self Concepts" by Kenneth Washington. Young Children, July, 1977, Vol. 32, No. 5, pp. 5-10.

> Describes a program for building positive self-concepts which includes three phases: rapport building, mutual goal setting, and success sharing. Originally designed for parents, this article discusses how child care staff can use the approach.

Super Me-Super Yo. National Institute on Drug Abuse (NIDA), 5600 Fishers Lane, Rockville, MD. 20857. 1976. Free.

> Colorful activities and stories intended to build young children's self-confidence, develop their ability to make wise choices and help them understand and express their feelings. English/Spanish.

COMPETENCY 4: PROMOTING POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

"Aggression and Hostility in Young Children" by Bettye Caldwell. Young Children, January, 1977, Vol. 32, No. 2, pp. 4-13.

> Practical suggestions for eliminating aggression between children so that cooperative, pro-social behavior is encouraged.

"Choice with Responsibility" by Davia Veach. Young Children, May, 1977, Vol. 32, No. 4, pp. 22-25.

> A discussion of choices children are able to make at varying ages which can help them learn to become wise decision makers. The adult's responsibilities in allowing children to make choices are also discussed.

A Guide to Discipline by Jeannette Galambos Stone. National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009. 1978. (Revised edition) 32 pp. $1.50.

> NAEYC's popular classic has been completely revised and updated. Contains basic information on discipline and examples of solutions to specific problems which preschool teachers commonly encounter.

"Helping Children Help Each Other: Some Ideas on Problem-Solving Cooperation among Kids" by the Childcare Workers of Connecticut. Day Care and Early Education. Winter, 1977, Vol. 5, No. 2, pp. 26-27.

> Suggestions for helping children learn to communicate their feelings and resolve problems in everyday situations (sharing, hitting, etc.).

COMPETENCY 5: BRINGING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES & EXPECTATIONS

City Mix (A Curriculum Catalyst) by Marda Woodbury, Priscilla Watson, and Nancy Schimmel. D.O.K. Publishers, 71 Radcliffe Road, Buffalo, New York 14214. 1977. 32 pp. $1.95.

> Activities, children's books, and sources for information about the everyday world of urban children.

Mother/Child Father/Child Relationships edited by Joseph Stevens, Jr., and Marilyn Mathews. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. 1978. 260 pp. $4.75.

> The latest research and theory on parent-to-infant attachment, impact of divorce, alternative family styles, minority families, changing parental roles, father's influence, and more.

"Mother's Expectations of Child Care", by Stevanne Auerback-Fink. Young Children, May 1977, Vol. 32, No. 4, pp. 13-21.

> Presents the concerns of working mothers about child care, including suggestions to help staff encourage parent involvement.

Parent's Yellow Pages by the Princeton Center for Infancy; edited by Frank Caplan. Doubleday, 673 Fifth Ave., New York, N.Y. 10022.

> Lists organizations, books, pamphlets, catalogues, private and public agencies, etc., that provide services and information for parents of young children.

"Problems of the Single Parent of the Preschool Child" by Judith Stone. Day Care and Early Education, Spring 1978, Vol. 5, No. 3, pp. 16-17.

> Discusses different types of single parent situations, the single parent's needs, and how losing a parent (through death, divorce, or desertion) may affect the child.

"Selecting Media for Parent Education Programs", by Gail Bjorklund and Ann Marie Briggs. Young Children, January 1977, Vol. 32, No. 2, pp. 14-18.

> Presents criteria for selection of instructional materials and reviews a variety of multimedia materials on child development, including films, videotapes and filmstrips.

COMPETENCY 6: CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS

The Body Language of Children by Susan Szasz. W. W. Norton, Inc., 500 Fifth Ave., New York, N.Y. 10036. 1978. 160 pp. $10.95.

> Photographs of children in a variety of moods (fear, curiosity, love, unhappiness, joy of achievement, etc.) with short text descriptions and explanations of the photographs. Helpful for learning to observe children.

Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs by William F. Aikman. ERIC/ECE, 805 W. Pennsylvania Ave., Urbana, Illinois 61801. 1977. $4.00.

> Contains sections on organization of day care, operating the center, insurance and contracts, and staff legal relationships. Easily readable for someone unfamiliar with business and law.

Ethical Behavior in Early Childhood Education by Lilian Katz and Evangeline Ward. National Association of the Education of Young Children, 1834 Connecticut Ave., Washington, D.C. 20009. 1978. 26 pp. $1.75.

> Thought-provoking discussion of ethics and ethical problems in early childhood education. Includes a proposed code of ethics. Relates to the integration of academic content and field work.

"Planning for Fire Safety" by Ruth Harvey Collins. *Young Children*, July 1977, Vol. 32, No. 5, pp. 29-32.

> A short article with questions to help staff think about their plans for fire safety and fire emergencies.

"Thoughts for New Administrators" by E. Robert LaCrosse. *Young Children*, September 1977, Vol. 32, No. 6, pp. 4-13.

> Subtitled "or what nobody ever tells you about administration even when you ask". A down-to-earth discussion of common administrative problems, concerns, and solutions.

BILINGUAL/BICULTURAL

"Bilingual/Bicultural Programs for Preschool Children" by Soledad Arenas. Children Today, July/August 1978, Vol. 7, No. 4, pp. 2-6.

> A discussion of the fundamental principles of effective multicultural early childhood programs, how preschool programs can make a committment to bilingual/bicultural programs, and how ACYF is helping implement sound bilingual/bicultural programs for children.

Cultural Awareness: A Resource Bibliography by Velma Schmidt and Earldene McNeill. National Association for the Education of Young Children (NAEYC), 1834 Conneticut Ave., N.W., Washington, D.C. 20009. 1978. 121 pp. $4.75.

> Over 800 annotated listings of books, films, posters, magazines, and other teaching aids for extending children's and teacher's awareness of Asian, Black, Native, and Spanish-speaking Americans.

"English as a Second Language for Preschool Children" by Janet Gonzales-Mena. Young Children, November 1976, Vol. 32, No. 1, pp. 14-19.

> Three principles of ELS (English as a Second Language) programs are outlined and illustrated with examples. The article emphasizes respect for children and the necessity for a sound total program for the children.

El Mundo de los Ninos. Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, IL 60654. 1977. $13.00 each, $165.00 plus tax for all 15 volumes.

> This translation and adaption of Childcraft - The How and Why Library is designed for use with preschool and elementary school children. Written in relatively simple Spanish with many colorful illustrations.

Projecto LEER Bulletin, 1736 Columbia Ave., N.W., Suite 107, Washington, D.C. 20009. Free.

> Printed twice a year, this newsletter lists and evaluates Spanish-language books, magazines, and other teaching materials for children, young adults, and adults. Written primarily in English, with some Spanish, this is primarily a resource for trainers.

SERIES OF BOOKS

Developing Concepts of Health in Early Childhood. 55 pp. $2.95.

Developing Concepts of Safety in Early Childhood. 40 pp. $2.50.

Developing Concepts of Social Studies in Early Childhood. 48 pp. $2.50.

All by Ruth Ehrig McGrath. D.O.K. Publishing, 71 Radcliffe Road, Buffalo, New York 14214.

Each book includes an overview of concepts and implications for the early childhood teacher to consider, as well as activities for teaching the concepts to children.

CDA Instructional Materials, Books 1-6. 1977. $2.00 each ($12.00 per set)

Edited by Mima Spencer and E. Caroline Carroll. Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711.

A series of books covering the six CDA Competencies (one book per competency) designed as instructional guides for the CDA trainee. Each book includes objectives, learning experiences, and extensive resource lists of supplementary information.

CDA Instructional Materials, Book 7: Assessing Competency

Developed by Kathleen Hotvedt and Martyn Hotvedt. 1977. 80 pp. $2.00.

CDA Instructional Materials, Book 8: Training Counselor's Guide

Developed by E. Caroline Carroll, Mima Spencer, Kathleen Hotvedt, and Martyn Hotvedt. 1977. 114 pp. $4.00. Texas Department of Community Affairs, Early Childhood Development Division, P.O. Box 13166, Capitol Station, Austin, Texas 78711.

Both books are designed for the CDA trainer or advisor as supplements to CDA Instructional Materials Books 1-6. Book 8 includes answers to the test questions in Book 7. Book 8 also includes instructions for CDA trainers and an extensive list of resources (books, films, and publishers) for children, trainees, and trainers.

Nurturing Talent in Early Childhood

Merle B. Karnes and others. Publications Office, Institute for Child Behavior and Development, 805 W. Pennsylvania, Urbana, Illinois 61801. 1978. $2.50 each.

A series of activity books with annotated bibliographies, developed as part of the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented). Activities can be adapted for use by preschool children in general. Books in the series are:

Nurturing Psychomotor Talent in Early Childhood

Nurturing Academic Talent in Early Childhood: Reading

Nurturing Academic Talent in Early Childhood: Math

Nurturing Academic Talent in Early Childhood: Science

Nurturing Artistic Talent in Early Childhood: Art and Music

The material in this publication was prepared pursuant to Contract No. 105-78-1012 with the Department of Health, Education, and Welfare, Administration for Children, Youth, and Families. The points of view or opinions expressed do not necessarily represent positions or policy of ACYF.

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RESOURCES for CDA Training

An Annotated Bibliography

No. 2, FALL 1979

Resources for Child Development Associate Training

An Annotated Bibliography

(Fall 1979)

The Child Development Associate Training program is a national effort to train, assess, and credential child care staff. This program was initiated by the Administration for Children, Youth, and Families, Office of Human Development Services, Department of Health and Human Services, to created a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of the classroom staff.

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For more information about the Child Development Associate Program please contact:

Jenni W. Klein
Director of Educational Services
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P.O. Box 1182
Washington, D.C. 20013

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For information about training materials please contact:

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Urbana, Illinois 61801

(217) 333-1769

Introduction

The CDA Resource Center is collecting materials appropriate for use in CDA training and will be disseminating information about these resources to Head Start programs, CDA training institutions and individuals interested in CDA training.

The materials listed in this bibliography are some of the many useful resources which were collected during the past year. Materials are listed under the most appropriate competency and functional area in the expectation that trainers and advisors will use the same materials in other competency and functional areas whenever suitable.

Please order all materials from the publishers listed with the citations. They are *not* available from the CDA Resource Center.

If you are looking for other information about CDA training, we will be glad to assist you. Write or call us at:

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Training

An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training:

Vol. I: *Executive Summary of the National Survey.* Available from ERIC[†] ED 164 099. 1979. 37 pages. Microfiche $0.83; paper copy $2.06 (plus postage).

Vol. IV: *Case Studies of Eight Head Start HSST/CDA Training Programs.* Available from ERIC[†] ED 164 140. 1979. 83 pages. Microfiche $0.83; paper copy $4.67 (plus postage).

These volumes are part of a larger survey of HSST/CDA training which was undertaken in 1977-78. Volume I briefly outlines the methodology used and data collected from interviews with CDA trainees, trainers, and Head Start staff. Volume IV describes the design and implementation of eight HSST/CDA training programs. Both volumes are readable, as well as useful to anyone beginning or operating a CDA training program. (Volume II, the final report of the survey, and Volume III, the Appendix, are also available from ERIC).

Day Care: Staff Training/Garde De Jour: Entrainement Du Personnel by Ruth Bakewell and others. Department of National Health and Welfare, Ottawa (Ontario). National Day Care Information Center. 1975. 67pp. Available from ERIC[†] : ED 160 200. microfiche $0.83, paper copy $3.50 (plus postage).

This collection of three papers in English and French includes one paper that briefly examines issues in competency-based training in Canada. Issues include the definition of competence, the measurement and assessment of competence, and possible dangers in using a competency approach when staffing preschool programs. The Child Development Associate competencies were used as the basis for developing competency definitions for aides, teachers, and directors in child care programs.

Directory of Educational Programs for Adults Who Work With Children. Compiled by Dianne Rothenberg for ERIC. National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. 1979. 104 pp. $3.00, plus $0.30 shipping. Also available from ERIC[†] : ED 170 021. Microfiche $0.83, paper copy $4.67 (plus postage).

Organized by state, this directory provides information on programs in child development and early childhood education offered at more than 700 technical colleges, two- and four-year colleges, and universities at both the undergraduate and graduate levels. It indicates which institutions offer courses directly related to preparation for the CDA credential.

Directory of Full Year Head Start Programs, Summer Head Start Programs, Head Start Parent and Child Centers. Available from: Rossie Kelly, Project Head Start, Administration for Children, Youth, and Families, P.O. Box 1182, Washington, D.C. 20013. No charge for single copies.

This directory gives names and addresses of Head Start grantees and delegate agencies, grouped by state, and includes separate listings for Indian and Migrant Head Start programs as well as the other programs mentioned in the title.

[†] See last page for information about the ERIC system.

Final Report on the National Day Care Study:
Vol. I: Children at the Center: Summary Findings and Their Implications
Vol. III: Day Care Centers in the U.S.: A National Profile 1976-1977

Prepared by Abt Associates. Distributed by ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, Urbana, IL 61801. 1979. 643 pp. on 8 microfiche. Catalog #187. $3.50. Also available from ERIC[†] : ED 168 733 and ED 160 188.

> Volume I, based on a study of 57 day care centers in three geographical areas, analyzes the impact of variations in major day care center characteristics (staff/child ratios, staff qualifications, classroom size, etc.) on the development of children and on the cost of center-based day care. Volume III, based on a telephone survey of 3,167 centers, nationwide, provides national and cross-state statistical profiles on center-based day care.

A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Developed by Texas State Department of Community Affairs. 1978. Available from ERIC.[†]

> These three volumes describe: (1) the development and evaluation of this model training curriculum; (2) administrative concerns in replicating the model, plus learning modules on child development, language, culture and leadership; and (3) a guide to supervisory fieldwork and the diary of a field supervisor.
> Part 1: *Development.* ED 167 271. 112 pp. Microfiche $0.83, paper copy, $6.01 , (plus postage).
> Part 2: *Academics.* ED 167 272. 376 pp. Microfiche $0.83, paper copy, $20.75, (plus postage).
> Part 3: *Field Supervisor Handbook.* ED 167 273. 154 pp. Microfiche $0.83, paper copy $8.69 plus postage.

[†] See last page for information about the ERIC system.

Competency 1: Setting Up and Maintaining a Safe and Healthy Learning Environment

Child Health and Safety Series by Louise Iscoe and others. 1977. Available from ERIC[†] in microfiche only. Paper copies available from Texas Department of Human Resources, Child Development Division 529-0, Development Materials, John H. Reagan Building, Austin, TX 78701 at $2.50 each.

> Eight excellent handbooks for caregivers in day care homes and centers:
>
> *Safety Precautions.* ED 164 086. 54 pp. Microfiche $0.83, (plus postage).
> *Health Precautions.* ED 164 087. 62 pp. Microfiche $0.83, (plus postage).
> *When a Child is Sick or Hurt.* ED 164 088. 34 pp. Microfiche $0.83, (plus postage).
> *Medical Problems.* ED 164 091. 50 pp. Microfiche $0.83, (plus postage).
> *The Seriously Ill Child.* ED 164 092. 40 pp. Microfiche $0.83, (plus postage).
> *Emergency Child Aid.* ED 164 093. 38 pp. Microfiche $0.83, (plus postage).
> *The Growing Child: From Birth Through Five Years.* ED 164 094. 99pp. Microfiche $0.83, (plus postage).
> *The Growing Child: From Six Through Fifteen Years.* ED 164 095. 99pp. Microfiche $0.83, (plus postage).

Day Care Environment, written by Thelma Harms and developed by Marilyn Peterson. Day Care Technical Assistance and Training System, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, Suite 500, NCNB Plaza 322A, Chapel Hill, North Carolina 27514. Price includes slides, tape, discussion guide and shipping, $71.88.

> This slide-tape presentation describes basic characteristics of a nurturant day care environment for infants and preschoolers.

"Food, Children, and Success" by Frances P. Barlow. *The Texas Child Care Quarterly.* May 1978, pp. 14-17.

> Practical suggestions are provided for helping preschoolers build good eating habits and attitudes.

"Lead Poisoning in Children- What Price Shall We Pay?" by Jane Lin-Fu. *Young Children*, Vol. 8, No. 1, January-February 1979, pp. 9-13.

> This comprehensive overview of the history, statistics, research, and advances in detection of lead poisoning in children, stresses the need for constant vigilance to prevent lead poisoning.

[†] See last page for information about the ERIC system.

Competency 2: Advancing Physical and Intellectual Competence

"Current Evaluation of Children's Television Programs And Prime-Time Shows Children Probably Watch." *Today's Child.* June 1979, Vol. 27, No. 6, pp.4-7.

> Pros and cons of more than 60 children's TV shows are noted briefly. Comments focus on realism, appeal, violence, stereotypes, etc.

"Dinosaurs Return: Children's Fascination with Dinosaurs" by John E. Schowalter. *Children Today.* May-June 1979. pp. 1-4.

> A psychotherapist explains what makes dinosaurs so fascinating to many young children.

"A Tale of Two Lessons" by Judy Turner. *Notes From the Workshop Center for Open Education.* Fall 1978, Vol. 7, No. 3, pp. 43-44.

> A short 'tale' contrasting two possible teaching methods and the children's responses. In the first, the teacher shows the children a picture; in the second the children experience the event. The author points out the value of actual experience in helping children to learn to express themselves.

Help! A Handbook for Child Care Workers. Friends of Day Care, Inc., Attention Liz Finleyson, Lowell School, Room #15, 1006 North Quaker, Tulsa, OK 74106. 1977. 61pp. $2.50 and $1.00 shipping and handling.

> Brief guide to room arrangement, scheduling, activities and use of language with preschoolers of different ages. Includes lists of books, records, supplies, etc. Informal format, amply illustrated with line drawings.

"Physics in Preschool Education: A Piagetian Approach" by Constance Kamii and Lucinda Lee-Katz. *Young Children.* Vol. 34, No. 4, May 1979. pp.4-9.

> Criteria for judging science activities are presented in this article along with sample activities for the children. The importance of helping children learn through experience and of teacher-child interaction is stressed.

The Creative Curriculum Series for Early Childhood. Creative Associates, 4419 39th Street, NW, Washington, D.C. 20016.

Curriculum Manuals:

Art: An Early Childhood Curriculum Manual $6.95
Blocks: An Early Childhood Curriculum Manual $6.95
House Corner: An Early Childhood Curriculum Manual $5.95
Table Toys: An Early Childhood Curriculum Manual $5.95
Artes: Manual Para El Entrenamiento De Maestros De Nivel Pre-Escolar $5.95
Bloques: Manual Para El Entrenamiento de Maestros de Nivel Pre-Escolar $4.95

Trainer's Guides:

Trainer's Guide to Art $3.95
Trainer's Guide to Blocks $3.95
Trainer's Guide to House Corner $3.95
Trainer's Guide to Table Toys $3.95

Annotated Bibliography:

Resource Materials for the Creative Curriculum $5.95

Each curriculum manual describes how to arrange a particular area of the classroom and use the materials in it to foster children's development. Also, selected CDA competencies involved in working in each area are outlined.

Spanish manuals cover the same subject areas as their English counterparts but are oriented to the learning styles and special interests of Spanish speaking children.

Trainer's Guides offer suggestions on presenting each section of the curriculum manual in a workshop setting.

Annotated bibliography includes criteria for evaluating the racial and ethnic images projected in children's books.

Nova University Play and Learn Series. Order from B.L. Winch and Associates, 45 Hitching Post Drive, Building 2, Rolling Hills Estates, CA 90274.

From Birth to One Year. 1979. $5.95.
From One to Two Years. 1979. $6.95.
From Two to Three Years: Play and Learning. 1979. $6.95.
From Two to Three Years: Social Competence. 1979. $5.95.
All four books. $19.95.

This series of books contains practical information about child growth and development, games and activities, and children's learning for both parents and caregivers. The many photographs and illustrations in the books complement the text.

Competency 3: Building Positive Self Concept and Individual Strength

"The Baby Buggy: Bringing Services to Handicapped Rural Children" by Patricia Hutinger and Nancy McKee. *Children Today,* Vol. 8, No. 1, January-February 1979, pp. 2-5.

> This article describes a home-visiting project in rural western Illinois based on Piaget and parent involvement. In addition to home visits, parents receive a bimonthly newsletter and attend bi-weekly sharing meetings to share ideas and concerns.

"Feeling Good About Being Black" by Rosie Johnson. *Texas Child Care Quarterly,* Vol.3, No. 2, May 1979, pp. 2-6.

> Information and activities to help child care staff plan programs to include black culture and foster positive self-concepts in black children. A list of references is included.

"Helping Children Cope With Change" by Alice Swinger. *Day Care and Early Education,* Vol. 6, No. 4, Summer 1979, pp. 38-39.

> Suggestions for parents and caregivers for helping children adjust to new siblings, moving, and other changes in family situations. Suggestions include thinking from the child's point of view, role playing, etc.

Improving Self-Image of Students by Jo Ann Mazzarella. 1978. 40 pp. Order from: Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010. $2.75.

> Although this booklet was written for persons involved in public schools, much of the information is relevant to persons involved with preschoolers. In addition to discussions of ways to improve self-concept through programming for minority and bilingual students, the booklet contains a discussion of improving teacher self-concept and a bibliography.

"Mexican-American Children and Culture" by Theresa Escobedo. *Texas Child Care Quarterly,* Vol. 3, No. 2, May 1979, pp. 8-14.

> This article discusses the culturally responsive environment and its effect on self-concept. Mexican-American cultural activities are suggested and a list of references is included. Spanish and English versions are also included.

"Multi-Age Grouping in Day Care" by Alice Wakefield. *Children Today,* Vol. 8, No. 3, May-June 1979, pp. 26-27.

> The positive effects of multi-age grouping in day care are informally analyzed in this article. Specific examples and descriptions of children's behavior and interactions are given.

"Preventive Mental Health Services for Hispanic Preschool Children" by Melvin Delgado and Susanne Montalvo. *Children Today,* Vol. 8, No. 1, January-February 1979, pp. 6-8.

> A description of a preventive mental health program outside of Boston, Massachusetts. Includes information on needs assessment study, group and family day care, consultation program, and work with child care providers and parents. The impact of the program is also briefly discussed.

Competency 4: Organizing and Sustaining the Positive Functioning of Children and Adults in a Group Learning Environment

"The Case Against Spanking" by Brian G. Gilmartin. *Human Behavior.* February 1979, pp. 18-23.

> This article examines spanking from several points of view and concludes that physical punishment not only fails to motivate desirable behavior, but also has serious negative side effects on both behavior and personality.

"How Children Influence Children: The Role of Peers in the Socialization Process" by Emmy Elisabeth Werner. *Children Today,* Vol. 8, No. 2, March - April 1979, pp. 11-15.

> This cross-cultural look at peer socialization of children looks at the influence of siblings and playmates in a variety of cultures. The author stresses the importance of understanding the child-rearing practices within any culture in order to assess children's responses to peers and authority.

Managing Children's Behavior for Any and Everyone Faced with the Task: A Training Manual for Behavior Assistants and Mediators by Dorothy Tennov. 1976. 80 pp. Available from ERIC[†] ED 161 551. Microfiche $0.83, paper copy $4.67, (plus postage).

> Explains the rationale for using behavior modification techniques to solve children's behavior problems, and gives many examples of how these techniques can be used in the home. It is designed for staff members who teach parents to use behavior modification techniques.

"Social Cognition: Knowing About Others" by Shirley G. Moore. *Young Children,* Vol. 34, No. 3, March 1979, pp. 54-61.

> This excellent review of research discusses what we know about how children learn and understand social behavior. Of special interest is how children learn role taking skills and suggestions for how teachers can facilitate social competence in the classroom.

[†] See last page for information about the ERIC system.

Competency 5: Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

Positive Parent. Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701. Booklets, $0.27 each for orders of 10-50 copies; discounts for larger quantities. Also available: Positive Parent 3/4" video-cassettes for classroom or workshop use ($125.00 plus 5% shipping) and Public Service Announcements in 2" color videotapes for broadcast use ($795.00 plus 5% shipping). Videocassettes and videotapes are available for preview at no cost.

> The Positive Parent series of attractive, highly readable booklets are filled with practical child-rearing advice and photographs. The text emphasizes an understanding of how children think, feel, learn, and react to parent's behavior. The titles are:
>
> Be Consistent
> Children Learn by Watching and Helping
> Expect the Best from Your Children
> Four Ways to Discipline Children
> Help Your Children Cope with Frustration
> Los Ninos Aprenden Mirando y Ayudando
> Pay Attention to your Children
> Practice What You Teach
> Praise Your Children
> Read to Your Child
> Talking with Children
> Where do Adults Come From?

Families in Stress by Carol A. Johnson. National Center on Child Abuse and Neglect, Children's Bureau, ACYF, DHEW, P.O. Box 1182, Washington, DC 20013. DHEW Publication NO. (OHDS) 79-30162. 1979. 24 pp. No charge.

> Written for parents who abuse their children, this booklet briefly explains how to find help (chiefly counseling) in their community and what to expect from each source. It also gives a few tips for handling stressful situations at home.

Parent Involvement: A Program for Teachers and Educators. PM Films, P.O. Box 1000, Elmsford, NY 10523. $349.50; $79.00 per set. (plus postage).

> Set 1 "The Importance of Parent Involvement"
> Set 2 "Working in the Classroom"
> Set 3 "Parents and Policy Making"
> Set 4 "Parent-Teacher Communication"
> Set 5 "Viewpoints on Parent Participation"
>
> Each set consists of five filmstrips, five accompanying cassettes and a discussion guide. This series is available for 30 day preview from the distributor.

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Parent Involvement in Education: A Bibliography by Michael L. Henniger. ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, Urbana, IL 61801. May 1979, 95pp. $5.00. (Catalog #184).

> Lists about 1,000 books, articles and ERIC documents in 10 categories dealing with many aspects of parent involvement, including benefits and goals, various parent roles, communication with parents, practical ideas for organizing and evaluating programs.

Competency 6: Carrying Out Supplementary Responsibilities Related to the Children's Programs

Careers with Young Children: Making Your Decision by Judith Seaver, Carol Cartwright, Cecelia Wark, and C. Annette Heasley. National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. 1979. 90pp. $4.00.

> This book describes a very broad range of careers that involve either working directly with children or providing products and services that affect children. It also explains how to learn more about each career and how to make a career choice.

"Naturalistic Evaluation for Program Improvement" by David Day, Elizabeth Perkins, and Judith Weinthaler. *Young Children,* Vol. 34, No. 4, May 1979, pp. 12-24.

> A comprehensive description of program evaluation procedures developed with students of the Early Childhood Education In-Service Masters Degree Program at the University of Massachusetts. Philosophical orientation and background of the procedures are outlined, as well as rationale and methodology. A step-by-step description of the procedures with examples is included, as are sample forms and references.

Bilingual Competency: **Comprehends and Communicates with Children and Adults in both Spanish and English**
Bicultural Competency: **Supports the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities**

Bilingual Bicultural Child Development Associate Training Program: A Competency Based Training Program for Preschool Child Care Givers. Developed at Texas A & I University. 1978. Available from ERIC.†

> This curriculum is designed to train caregivers who work with Spanish language-dominant migrant children in South Texas. There are 18 modules, organized around the 6 CDA competencies. Each module includes performance objectives, pre- and post- assessment instruments, three alternative cycles of learning activities, a narrative of information about the functional area, and the script for a filmstrip to be used with the module. (Filmstrip is not included.) Series includes 7 volumes:
>
> *Introduction.* ED 167 283. 35 pp. Microfiche $0.83, paper copy $2.06 (plus postage).
> *Book A: Setting Up and Maintaining a Safe and Healthy Learning Environment.* ED 167 284. 129 pp. Microfiche $0.83, paper copy $7.35, plus postage.
> *Book B: Advancing Physical and Intellectual Competence in Young Children.* ED 167 285. 252 pp. Microfiche $0.83, paper copy $14.05, (plus postage).
> *Book C: Building Positive Self-Concept and Individual Strength in Young Children.* ED 167 286. 53 pp. Microfiche $0.83, paper copy $3.50, (plus postage).
> *Book D: Promoting Positive Functioning of Children and Adults in a Group Environment.* ED 167 287. 58 pp. Microfiche $0.83, paper copy $3.50, (plus postage).
> *Book E: Coordinating Home and Center Child Rearing Practices and Expectations.* ED 167 288. 31 pp. Microfiche $0.83, paper copy $2.06, (plus postage).
> *Book F: Carrying Out Supplementary Responsibilities Related to the Children's Program.* ED 167 289. 25 pp. Microfiche $0.83, paper copy $1.67, (plus postage).

Handbook for Teachers of Vietnamese Refugee Students by Tam Thi Dang Wei. 1977. 98 pp. Available from ERIC† ED 167 281. Microfiche $0.83; hard copy $4.67, (plus postage).

> Outlines core features of Vietnamese culture, identifies conflicts Vietnamese children may face as students in American schools and provides suggestions for accurate school records, grade placement and assessment and instruction in English.

Cultural Awareness for Young Children by Earldene McNeill and others. The Learning Tree, 9998 Ferguson Road, Dallas, TX 75228. 1976. 242 pp. $9.95, plus 10% for postage and handling.

> A 242-page resource book with historical sketches, ideas for activities, many drawings and photographs, and an annotated bibliography. Focuses on the cultures of blacks, Eskimos, Mexicans, Native Americans, and Orientals.

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† See last page for information about the ERIC system.

Bilingual/Bicultural Child Development Associate Pilot Project. Our Lady of the Lake University, San Antonio, TX. 1978.

Includes 16 modules that are available from ERIC† in microfiche only:

Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment by Joyce H. Coleman. ED 170 035. 71 pp. Microfiche $0.83, (plus postage).

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment by Joyce H. Coleman. ED 170 036. 38 pp. Microfiche $0.83, (plus postage).

Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment by Joyce H. Coleman and others. ED 170 037. 51 pp. Microfiche $0.83, (plus postage).

Teacher Planning and Working with Parents from a Bilingual-Multicultural Environment by Joyce H. Coleman. ED 170 038. 56 pp. Microfiche $0.83, (plus postage).

Juegos-Cuentos-Cantos-Y-Rimas. Programs Piloto de Entreamineto Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XII (Games-Stories-Songs-and-Rhymes. Pilot Program for the Cognitive Development of the Child: Guide XII) by Margarita de Celis. ED 170 039, 75 pp. Microfiche $0.83, (plus postage).

Artesanias Mexico - Americanas. Programa Polito de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII. (Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII) by Margarita de Celis. ED 170 040, 50 pp. Microfiche $0.83, (plus postage).

Teaching Concepts to Young Children Through Cultural Cooking Experiences by Teresa R. Smith. ED 170 041. 53 pp. Microfiche $0.83, (plus postage).

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. by Joyce H. Coleman. ED 170 042. 106 pp. Microfiche $0.83, (plus postage).

Helping Young Children Develop a Positive Self-Concept by Joyce H. Coleman and others. ED 170 043. 44 pp. Microfiche $0.83, (plus postage).

Learning to Observe Young Children in a Bilingual-Multicultural Environment by Joyce H. Coleman. ED 171 369. 111pp. Microfiche $0.83, (plus postage).

Getting to Know and Like Myself Better-Trainer's Guide by Yolanda R. Molina. ED 171 370. 96pp. Microfiche $0.83, (plus postage).

Planning Effectively for Young Children in a Bilingual-Multicultural Environment by Joyce H. Coleman. ED 171 371. 123 pp. Microfiche $0.83, (plus postage).

Creating a Bilingual-Bicultural Learning Environment for Young Children. by Emma Munguia. ED 171 372. 135 pp. Microfiche $0.83, (plus postage).

Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment. by Joyce H. Coleman. ED 171 373. 51 pp. Microfiche $0.83, (plus postage).

Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment. ED 171 374. 38 pp. Microfiche $0.83, (plus postage).

Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment. ED 171 375. 49 pp. Microfiche $0.83, (plus postage).

"Bilingual Strategies" by Vera John-Steiner. *Notes from Workshop Center for Open Education.* Fall 1978, Vol. 7, No. 5, pp. 2-10. Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Avenue and 140th Street, New York, NY 10031.
$5.00/year-quarterly; back issues, $0.75 each.

> An informal discussion of some of the practical theory underlying bilingual language acquisition, including a discussion of how children acquire meanings for both objects and feelings in a second language. Examples are drawn from the author's observations of children in a bilingual program.

ERIC: Educational Resources Information Center

What is ERIC?

ERIC is a nationwide information system funded by the National Insititute of Education. ERIC is designed to make information on all aspects of education readily available. ERIC covers such subjects as child development, classroom techniques, reading, science, social studies, counseling, career education, adult education, rural and urban education, teacher education, higher education, testing, educational administration, and special education.

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P.O. Box 190
Arlington, VA 22210

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RESOURCES for CDA Training

An Annotated Bibliography

No. 3, SPRING 1980

INTRODUCTION

The CDA Resource Center is collecting materials appropriate for use in CDA training and will be disseminating information about these resources to Head Start programs, CDA training institutions and individuals interested in CDA training.

The materials listed in this bibliography are some of the many useful resources which were collected during the past year. Materials are listed under the most appropriate competency and functional area in the expectation that trainers and advisors will use the same materials in other competency and functional areas whenever suitable.

Please order all materials from the publishers listed with the citations. They are not available from the CDA Resource Center.

If you are looking for other information about CDA training, we will be glad to assist you. Write or call us at:

CDA Resource Center
College of Education
University of Illinois
Urbana, IL 61801

(217) 333-1769

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TRAINING

Kasindorf, Mary. Competencies: A Self Study Guide for Teaching Competencies in Early Childhood Education. 1979. 130 pages. Available from Humanics Press, P.O. Box 7447, Atlanta, GA 30309. $10.95 plus $2.25 postage and handling.

> This book, organized according to the competency and functional areas, includes short discussions of each area; checklists of teacher behaviors, child behaviors and activities which would indicate competency; lists of suggested readings; and learning activities for the trainee.

Moore, Faye E., Editor. Instructional Modules for the CDA Competencies: Books 1-5. 1979. 178 pages of text, plus forms. Available from the 4C Resource Center, 219 Pasadena Place, Orlando, FL 32803. $15.00 plus postage for the set of 5 books.

> These modules discuss all of the CDA competency areas and contain specific learning activities, pre- and post-tests, and observation forms. They are designed to be supplemented with the suggested resources from child care literature, listed for each activity.

Bock, Linda K. Teaching Adults in Continuing Education. 1979. 14 pages. Available from the Office of Continuing Education and Public Service, University of Illinois, Illini Hall, 725 S. Wright Street, Champaign, Illinois 61820. $2.00.

This pamphlet is a guide to dealing with adults in a learning situation. Divided into two sections, this pamphlet covers the characteristics of adults that set them apart from youth, and how to teach adults effectively. There are helpful suggestions in each section and a list of resources for further reading.

COMPETENCY 1: SETTING UP AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT

Kinsman, Cheryl and Laura Berk. "Joining the Block and Housekeeping Areas." Young Children, Vol. 35, November 1979. pp. 66-75.

> This article suggests that combining traditional activity areas provides a wider range of social experience and particularly enhances the play of kindergarten girls and younger children of both sexes. (Also see the March 1980 issue of Young Children for a response to this article.)

Pitts, Mabel. "Young Children Can Be Responsible for Safety." Texas Child Care Quarterly, December, 1979: pp. 19-20.

> Illustrated in this article are ways teachers can help children become responsible for their own safety through teaching traffic safety, providing a positive example, and involving children in decisions about center safety.

Wanamaker, Nancy; Kristin Hearn; and Sherrill Richarz. More Than Graham Crackers. 1979. 93 pages. Available from the National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009. $3.75 plus 10% shipping.

This book provides nutritious recipes in each of the basic four food groups. Ways to involve young children in food preparation, supplementary activities, and resources for adults and children are suggested.

Randell, Jill; Christine Olson; and Shirley Jones. Early Childhood Nutrition Program kit. 1980. Available from: Mailing Room 7, Research Park, Cornell University, Ithaca, N.Y. 14853. Three books are included in this package. $20.00 including postage.

Educator's Guide: Food Experiences for Young Children is a comprehensive illustrated guide to the teaching of nutrition in the preschool classroom. There are four sections of activities presented, ranging from proper nutrition to television advertising. Included in these sections are recipes, nutrition songs, pretend play, and stories. A comprehensive list of resources is also included.

Nutrition Activities: Preschoolers and Parents is designed to bring classroom nutrition experiences into the home. Included are background information for parents and dittos that can be sent home with the children or used at parent workshops.

Early Childhood Educator's Nutrition Handbook is an informative handbook designed specifically for teachers to educate them in the area of preschool nutrition. Sections range from nutrients and their functions to food facts and fallacies. Also included is a list of references.

COMPETENCY 2: ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE

Adams, Leah and Betty Garlick, Editors. Ideas That Work With Young Children, Vol. 2. 1979. 238 pages. Available from the National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. $4.25 plus 10% shipping.

This book includes a selection of 30 practical articles from Young Children on topics including storytelling with young children, multiethnic recipes, water play for preschoolers, and dealing with aggression and hostility.

Association for Childhood Education International. Excellent Paperbacks for Children. 1979. 51 pages. Available from the Publications Dept., ACEI, 2615 Wisconsin Avenue., N.W., Washington, D.C. 20016. $3.50 plus 10% for shipping.

This annotated list of books indicates the appropriate age level (preschool through primary) for each paperback recommended. Included is a brief resource guide for parents, teachers, and librarians, as well as title and subject indexes and publishers' addresses.

Frost, Joe and Barry Klein. Children's Play and Playgrounds. 1979. Allyn and Bacon. 273 pages. Available from Longwood Press, Lank Drive, Rockleigh, N.J. 07647. (Toll-free phone: 800-526-4799) $16.95.

This book explores the nature of play, its importance and its relation to the total outdoor play environment. Interrelationships between play and culture, imagination, sex differences, perceptual-motor development and play objects are discussed.

Hohmann, Mary; Bernard Banet and David Weikart. Young Children in Action. 1979. 336 pages. Available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48197. $15.00 (no shipping charges on prepaid orders).

An approach to education that stresses problem solving and decision making by both child and adult is presented in this book. A set of "key experiences" guides the teacher to ask children about what they are doing, thinking and intending.

Krumbein, William. "Babes in the Woods . Early Years, September 1979: pp. 57-58 and 75.

In this article a group of preschoolers follows a forest ranger on an eye-opening hike through the woods. Included are ideas to stimulate respect for and awareness of nature.

Machado, Jeanne. Early Childhood Experiences in Language Arts. 1980. 376 pages. Available from Litton Educational Publishing (Delmar Books), 7625 Empire Dr., Florence, KY 41042. $9.00

This textbook provides planned experiences and daily activities in listening, speaking, writing and reading for preschool classroom. An extensive appendix contains children's book titles, stories, flannel board patterns and puppetry ideas.

McDonald, Dorothy. Music in Our Lives: The Early Years. 1979. 68 pages. Available from the National Association for the Education of Young Children, (NAEYC), 1834 Connecticut Ave., N.W. Washington, D.C. 20009. $2.50 plus 10% shipping.

Meaningful and enjoyable music experiences for young children and teachers are suggested in this book. Included are recommended songbooks, guidelines for teaching music and ways of exploring rhythm.

Mayesky, Mary; Donald Newman; and Raymond Wlodkowski. Creative Activities for Young Children. 1980. 408 pages. Available from Litton Educational Publishing (Delmar Books), 7625 Empire Drive, Florence, KY 41042. $9.60.

This textbook is a practical guide to stimulating creativity in the early childhood classroom. It includes a variety of activities ranging from early cooking experiences to creative movement and dramatics.

Schneider, Anne and Jane Warner. Field Experiences for Young Children. 1980 36 pages. Available from Jane Warner, Institute of Child Development 181, University of Minnesota, 51 E. River Rd., Minneapolis, MN 55455. $3.50 plus $1.00 postage and handling.

> This guide to field trips for preschoolers discusses safety, pre-visit preparation, follow-up activites, parent involvement, and places to visit. Sample forms and parent letters are provided.

Hass, Carolyn Buhai. The Big Book of Recipes for Fun. 1980. 271 pages. Available from CBH Publishing Inc., 464 Central, Northfield, IL 60093. $10.95 plus $1.00 shipping.

> This book is an easy-to-follow illustrated guide containing hundreds of ideas for creative projects for the young child to do in the classroom or at home. Included are a wide variety of activities that children will find enjoyable and instructive, ranging from language and science projects to cooking; a special section is devoted to holidays. Each of the projects requires materials that are easily accessible and often found in the home.

Hindebrand, Verna. Guiding Young Children. 2nd ed. 1980. 418 pages. Available from Macmillan Publishing Co., Front and Brown St., Riverside, N.J. 08370. $15.95 prepaid.

> This book is a comprehensive illustrated guide to the teaching and caretaking of young children. Included are practical ideas for all areas of the day care routine, and suggestions to help teachers understand children as individuals. The importance of establishing and maintaining interpersonal relationships with parents is also emphasized. Each chapter concludes with a checklist of guidelines, summarizing and emphasizing important points and a list of resources and references on the chapter topic.

Lindberg, Lucille and Swedlow, Rita. Early Childhood Education: A Guide for Observation and Participation. 1980. 2nd ed. 272 pages. Available from Allyn and Bacon, Rockleigh, N.J. 07647. $9.95 plus $1.50 shipping.

> This book covers a wide variety of topics, ranging from block building to classroom management. Accompanying each chapter are worksheets and forms for the teacher to use to maintain records of children's responses to specific learning activities and objectives. Also following each chapter is a list of resources for further reference.

Bettelheim, Bruno. "Children, Curiosity and Museums". Children Today. January-February 1980: pp. 16, 22-23.

> This article explores how museums can help stimulate a child's imagination and arouse his curiosity when allowed to discover its wonders on his own.

COMPETENCY 3: BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

Dean, Dorothy. "Emotional Abuse of Children." Children Today, Vol. 8, 1979: pp. 18-20 and 37.

This article defines emotional abuse and discusses ways it affects children. Examples illustrate ways in which adults, although often unaware, cause emotional damage to children.

Halperin, Michael. Helping Maltreated Children. 1979. 175 pages. Available from C.V. Mosby Co., 11830 Westline Industrial Dr., St. Louis, MO 63141. $7.95.

A practical guide for teachers and administrators, this book discusses how professionals can identify maltreated children and how schools can work with children and parents. Primarily a resource for trainers.

Jenkins, Jeanne Kohl and Pam McDonald. Growing Up Equal. 1979. 278 pages. Available from Prentice-Hall Inc., Inglewood Cliffs, N.J. 07632. $7.95 (no shipping charges on prepaid orders).

Resources and suggestions to help children develop in a non-sexist environment are provided in this fully illustrated book. Included are games and activities to promote positive self concept and interaction with others.

Kamien, Janet. What If You Couldn't...? A Book About Special Needs. 1979. 83 pages. Available from Scribner's Publishing, c/o Book Warehouse, 12 Vreeland Ave., Totowa, N.J. 07512. $7.95 plus $.75 postage and handling.

Considered in this book are physical, mental, and emotional handicaps and ways in which people deal with them. It may help answer some questions of teachers and children about handicapped individuals.

Engel, Rosalind. "Understanding the Handicapped Through Literature." Young Children, March, 1980: pp. 27-73

This article discusses ways in which books can encourage the growth of positive attitudes on the part of normal children toward those who are handicapped. It includes an annotated bibliography of children's books about disabilities.

Johnson, Ruth Ann. "Helping Children Like Themselves". Day Care and Early Education. Summer 1980: pp. 14-16.

Discussed are ways in which teachers can promote a positive self concept in children. The positive use of verbal corrections, rewards, learning experiences and toys can affect a child's development in this area.

McIntyre, Margaret. "The Gifted Young Child." Science and Children. March 1979: pp. 62-63.

Primarily for teachers, this article begins by listing the general characteristics of the gifted child. A list of questions for the teacher deals primarily with encouraging the potential of children through developing positive attitudes in teachers and establishing a classroom geared for individual learning. Resources for further information are suggested.

COMPETENCY 4: ORGANIZING AND SUSTANING THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP LEARNING ENVIRONMENT

Hesch, Patricia. "Children Live by Rules - Let Them Help Make Them." Day Care and Early Education, Winter, 1979: pp. 12-15.

The author proposes allowing children to help make classroom rules. The importance of consistency of teacher behavior is emphasized.

McDonald, Pauline. "How You Say It Counts." Day Care and Early Education, Spring, 1979: pp.12-13.

This article contends that a teacher's choice of words can produce a positive or negative atmosphere in the classroom whether the teacher is labeling children, getting the group's attention, or telling a story.

Ramsey, Patricia. "Beyond 'Ten Little Indians' and Turkeys: Alternative Approaches to Thanksgiving." Young Children, Vol. 34, September 1979: pp.28-32 and 49-51.

Several approaches to observing Thanksgiving are suggested to expand children's awareness and appreciation of cultural differences, rather than reinforce cultural stereotypes.

Warner, Laverne. "Puppets: Friends for Children, Teachers, Too." Texas Child Care Quarterly, September 1979: pp. 21-22.

Suggestions for incorporating puppets in the classroom to foster social and emotional development and to aid in classroom management are outlined in this article.

Crary, Elizabeth. Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance. 1979. 102 pages. Available from Parenting Press, 7750 Thirty-first Ave., N.E., Seattle, WA 98115. $7.95.

This book presents information on several different approaches to child guidance. It contains case examples and exercises to help the reader relate topics to their own experience.

Wolfgang,Charles and Carl Glickman. Solving Discipline Problems: Strategies for Classroom Teachers. 1980. 276 pages. Available from Allyn and Bacon, Inc., Rockleigh, N.J. 07647. $16.95.

> Appropriate for trainers, this book provides an overview of about 8 discipline models, techniques and methods, including Gordon's Teacher Effectiveness Training, and the models of Dreikurs and Glasser.

COMPETENCY 5: BRINGING ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS

Honig, Alice. Parent Involvement in Early Childhood Education. 1979. 106 pages. Available from the National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009. $3.00 plus 10% shipping charge.

> A survey of programs attempting to promote parental involvement in early childhood forms the basis for this book. Models discussed include home visitation, parent group meetings, cooperative nursery schools, and use of community institutions. An extensive reference list is included.

Keller, Marti. "Parents: A Resource for Day Care." Day Care and Early Education, Spring 1979: pp. 44-45.

> This article discusses ways in which parents can become involved in the preschool setting. Suggestions include exchanging working time in the preschool for free child care, providing transportation for trips, hosting visits to parents' places of work, and assisting with center projects and maintenance.

Nedler, Shari and Oralie McAfee. Working With Parents: Guidelines for Early Childhood and Elementary Teachers. 1979. 265 pages. Available from Wadsworth Publishing Co., 10 Davis Dr., Belmont CA 94002. $8.95 (no shipping charge on prepaid orders).

> Written for classroom teachers who are learning to work with parents, this textbook includes examples of five basic approaches to parent involvement.

Jacobson, Doris S. "Stepfamilies". Children Today, January-February 1980: pp. 2-6.

> This article discusses the complex problems within stepfamilies and suggests ways in which students of family life and child development can promote adjustment in the stepfamily.

Scharlott, Elisabeth L. Kids Day In and Day Out: A Parent's Manual. 1979. Available from Simon and Schuster, Rockefeller Center, 1230 Avenue of the Americas, N.Y., NY 10020. $7.95.

> Parents will find this illustrated manual helpful for all areas of their children's education. It is a comprehensive guide covering various topics ranging from discussion of the human body and sex to ways of dealing with handicaps and understanding child's play. Each section is followed by an annotated bibliography.

Rousseau-Palewicz, Pam and Lynda Madaras. The Alphabet Connection. 1979. 177 pages. Available from Schocken Books, 200 Madison Ave., N.Y., NY 10016. $10.95.

> Designed for both parents and teachers, this book is an illustrated step-by-step guide for teaching young children to develop language skills, create their own stories and develop reading readiness skills. The authors explore various aspects of reading, beginning with reading readiness techniques, the importance of vision and hearing screening, and conclude with children's individual creative accomplishments in the areas of reading and writing development. Each chapter is filled with easy to follow instructions and games to help develop specific cognitive skills.

Jones, Sandy. Learning for Little Kids. 1978. 225 pages. Available from Houghton Mifflin Co., Two Park Street, Boston, MA 02107. $7.95.

> Learning for Little Kids is an illustrated sourcebook primarily directed towards parents, but teachers will also find the information and activities useful in the classroom There are a wide variety of subjects covered, ranging from self-care and safety to music and dance. Each section is followed by an annotated bibliography and an illustrated catalogue guide for acquisition of suggested materials.

COMPETENCY 6: CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

Boehm, Ann and Richard Weinberg. The Classroom Observer. 1979. 109 pages. Available from Teacher's College Press, 81 Adams Drive, Totowa, N.J. 07512. $6.95 plus $.50 postage.

> This concise and handy guide teaches the reader to make systematic observations of children in preschool settings. Ways of sampling, recording, and labeling behavior are included.

Feeny, Stephanie and Doris Christensen. Who Am I in the Lives of Children? 1979. 279 pages. Available from Charles Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216. $12.95 plus $1.00 shipping.

> This introductory child development text is designed to increase teacher awareness, provide information and develop skills in a number of areas, such as observation, classroom management and curriculum planning.

Miller, John and Kathryn Madera Miller. "Informed Purchasing Can Stretch Short Dollars." Young Children, September 1979: pp. 15-20.

This article provides a guide to the procedures and terminology of the selling-purchasing world, as they related to purchasing equipment and supplies in the preschool. Discussed are writing specifications, finding and developing sources, receiving bids, writing purchase orders, and receiving merchandise.

Southern Regional Education Board. Day Care Personnel Management. 1979. 80 pages. Available from the Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313. $1.00 for postage and handling only (must be prepaid).

This booklet is a guide to the selection, supervision, and evaluation of staff and includes sample job descriptions and employee evaluation forms.

Texas Department of Human Resources. "Take a Personal Look." Texas Child Care Quarterly, December 1979: pp. 11-13.

This self-evaluation questionnaire is designed to help the caregiver become more aware of his or her health, feelings, and behavior patterns. It includes suggestions for overcoming on-the-job physical and mental stress.

Almy, Millie and Celia Genisha. Ways of Studying Children: An Observation Manual for Early Childhood Teachers. Rev. ed., 1979. 215 pages. Available from Teachers' College Press, 81 Adams Dr., Totowa, NJ 07512. $7.95 plus $.50 postage.

Ways of Studying Children is a comprehensive guide to observation of children in the classroom; included are ways and uses of recorded observation. A detailed account of methods is presented ranging from group observation to observation of art, dance and dramatic play. The concluding chapter presents teachers with methods of monitoring progress and setting goals for the individual child based on the information collected.

BILINGUAL COMPETENCY: COMPREHENDS AND COMMUNICATES WITH CHILDREN AND ADULTS IN BOTH SPANISH AND ENGLISH

BICULTURAL COMPETENCY: SUPPORTS THE CHILD'S ETHNIC IDENTITY AND SELF CONCEPT BY MAKING CULTURAL EXPERIENCES AN INTEGRAL PART OF THE DAILY PROGRAM AND SUPPLEMENTAL ACTIVITIES

Education Service Center, Region XIII. Information and Materials to Teach the Cultural Heritage of the Mexican American Child. 1978. 261 pages. Available from the Evaluation, Dissemination and Assessment Center for Bilingual Education (EDACBE), Education Service Center, Region 13, 7702 N. Lamar, Austin, TX 78752. $7.50.

This book contains classroom activities designed for teaching the culture and heritage of Mexican American children and includes discussions of important celebrations, arts and crafts, foods, and the legends, fables and stories of Mexico.

Kitano, Margie. "Early Education for Asian American Children." Young Children January 1980: pp. 13-26.

This article discusses the historical and cultural differences among several Asian American groups of children and suggests educational approaches based on the implications of the varied ethnic values and learning styles.

Garcia, Eugene E. "Research in Review - Bilingualism in Early Childhood." Young Children, May 1980: pp. 52-56.

This article reviews the research on bilingualism in early childhood. Issues discussed are the effects of bilingualism on rate and/or quality of language acquisition, and the relationship of intelligence to bilingualism.

InterAmerica Research Associates. A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish Speaking Child: Supplement I. 1978. 76 pages. Available through the ERIC system, Ed 152 432. See order information on the last page of this bibliography.

This bibliography was prepared for use by teachers in Early Childhood Education programs serving Spanish-speaking children. Items in the bibliography are grouped into 3 major categories: 1) staff development; 2) instructional materials which can be used to develop specific skills in children; and 3) supplemental materials such as workbooks, storybooks and audiovisual materials.

Yawkey, Thomas Daniel and Beatrice Villarreal. Language Learning Through Pretend Play in Young Bilingual-Bicultural Children. 1979. 12 pages. Available through the ERIC system, ED 179 298. See order information on the last page of this bibliography.

This article deals with language development in bilingual/bicultural children. Through pretend play, such as story telling, oral drills, poems, and songs, children are able to begin mastering both English and a native language. The authors present a step-by-step guide filled with examples to aid teachers in implementing this program. Various techniques are introduced such as non-visual, directed dialogue and self-monitoring of verbal responses. Through the use of pretend play and the integration of both languages the children develop a good self concept as they develop respect for their culture and others.

AUDIOVISUALS ON THE CDA PROGRAM

CDA: An Early Childhood Resource. 16 mm color film, 14 and 1/2 minutes, 1978. Purchase price $175. Rental $30, $10 for each additional day, $50 for one week, shipping by UPS $4.00. Available from: Campus Film Distributors Corp., 14 Madison Ave., Valhalla, NY 10595, (914) 946-4343.

CDA Portfolio. 60 slides, cassette tape, program script, 1978. Prepared by Janice J. Beaty. Purchase price $55. Available from: 3 to 5, P.O. Box 3213, Elmira, NY 14905.

> Explains step-by-step everything the CDA candidate needs to know about the portfolio. Assists the CDA candidates in preparing their portofolios and considers the variety of acceptable formats available to the candidate. A hypothetical teacher aide explains the format she chose, provides examples of competency in each area, and shows how each example is illustrated in her final portfolio.

The Child Development Associate Program. 104 color 35 mm slides, 20 minute audiocassette, script. Prepared by Trudy Hamby. Purchase price $57. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

> A complete overview of the CDA program including a description of the CDA competencies, CDA Training, the CDA Training Criteria, and the CDA Credential Award System. In addition to the essential characteristics of the major program components, it also shows how they are related.

Gladly Learn and Gladly Teach. Ten minute slide/tape presentation, 1974. Purchase price $28. Available from: Distribution Center, Texas Dept. of Community Affairs, Children and Youth Services Division, P.O. Box 13166, Capitol Station, Austin, TX 78711.

> Illustrates the competencies required of CDAs and personal qualities needed to care for young children. The cassette tape is programmed to advance slides automatically with synchronized equipment, or it may be used manually with almost any slide projector and cassette playback unit.

My Teacher is a CDA. 109 color 35 mm slides, 20 minute audiocassette, script. 1978. Prepared by Trudy Hamby. Purchase price $57. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

> A complete overview of the CDA competencies. Provides an orientation to the Functional Areas associated with each competency area as well as the concept of the competency standards and the indicators.

Skills for Preschool Teachers. 8 sound film strips, 1979. Prepared by Janice J. Beaty. Purchase price $195. The text "Skills for Preschool Teachers" is available separately for $8.95. Available from: Charles Merrill Publishing, 1300 Alum Creek Dr., Columbus, OH 43216, (800) 848-6205.

Titles of the film strips: Setting Up the Classroom, Managing the Daily Program, Self Image and Self Control, The Role of Play, Speaking and Listening Skills, Preschool Book Experience, Preschool Science Experience, Large and Small Motor Coordination.

Toward Quality Care for Children, Program I. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price $290. Available from: Media Productions, Box 1052 Columbia, MD 21044, (301) 465-1116.

The film shows a male teacher (Bob) working with a four-year old group enrolled in a day care program. The film features segments of the daily schedule: indoor-outdoor transition, snack, and free play period. Useful for the training of CDA trainers and interns in focusing on Functional Areas, practicing objective recording, analyzing competence, etc.

Toward Quality Care for Children, Program II. 30 minute color film, 1976. Prepared by Trudy Hamby. Purchase price $290. Available from: Media Productions, Box 1052, Columbia, MD 21044, (301) 465-1116.

A simulation of the Local Assessment Team (LAT) meeting of the Credential Award System. The film shows the CDA intern (from Program I) and other members of the LAT making decisions about his competence in the Functional Area Individual Strength. Flashbacks to the classroom setting in Program I are included.

How To Obtain ERIC Documents

Complete copies of most ERIC documents cited here are available in ERIC microfiche collections at approximately 700 libraries in the United States and other countries. For a list of ERIC collections near you, write ERIC/EECE, College of Education, University of Illinois, 1310 S. Sixth St., Champaign, IL 61820.

ERIC Documents may be ordered in either paper copy (PC), a photocopy of the original, or microfiche (MF), a transparent film card containing up to 98 pages of text. Please include ED number and specify PC or MF. Document prices given in Resources in Education (RIE) are subject to change. The current price schedule is provided below.

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The Educational Resources Information Center/Elementary and Early Childhood Education Clearinghouse (ERIC/EECE) is part of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as junior colleges, teacher education, languages and linguistics), are located at universities and other institutions throughout the United States.

Each clearinghouse staff searches systematically to acquire current, significant documents relevant to education. These research studies, conference proceedings, curriculum guides, program descriptions and evaluations, and other publications are abstracted and indexed in Resources in Education (RIE) a monthly journal. RIE is available at libraries, or it may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The documents themselves are reproduced on microfiche by the ERIC Document Reproduction Service for distribution to libraries and individuals.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 700 journals and magazines in the field of education. Most citations include annotations. Articles are indexed in CIJE by subject, author, and journal contents. CIJE is available at libraries or by subscription from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004.

The Clearinghouse on Elementary and Early Childhood Education (ERIC/ EECE) publishes topical papers, bibliographies, resource lists, and a newsletter for persons interested in child development, child care and childhood education (for children from birth to age 12). The clearinghouse staff also answers individual information requests and provides computer searches of RIE and CIJE and other data bases. For more information, write ERIC/EECE, College of Education, University of Illinois, 1310 S. Sixth St., Champaign, IL 61820.

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